**2011-06-02 – 1:30 PM to 3:25 PM – 13 h 30 à 15 h 25 – DOMINION BALLROOM - SECOND FLOOR**

**Poster/Affiche** **POSTER SESSION 'B'/PRÉSENTATION PAR AFFICHAGE**

Adult Development and Aging/Développement adulte et vieillissement; Developmental/Psychologie du développement; Family Psychology/Psychologie de la famille; Psychology and Religion/Psycholollgie et religion

**#14**
*Developmental Psychology/ Psychologie du développement*

**INTERNALIZING SYMPTOMS IN PRIMARY GRADE CHILDREN: ASSOCIATIONS WITH PEER RELATIONSHIPS, READING DIFFICULTIES, AND HYPERACTIVITY/INATTENTION**

Madison Aitken, Ontario Institute for Studies in Education; Rhonda Martinussen, Ontario Institute for Studies in Education; Rosemary Tannock, The Hospital for Sick Children & Ontario Institute for Studies in Education

Although internalizing (i.e., anxiety and depression) symptoms are associated with impairment in children's functioning (Edelsohn et al., 1991; Ialongo et al., 1995), little is known about the number of Canadian children who experience these symptoms. The goal of the present study was to provide information about the proportion of unreferred primary grade Canadian children (n = 340) at risk for internalizing symptoms. Parents and teachers completed the Strengths and Difficulties Questionnaire (SDQ), a 25-item screening questionnaire for 3 to 16 year olds. The SDQ consists of five subscales: emotional (internalizing) symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior. Scores in each category are then classified as normal, borderline, or abnormal. Preliminary analyses suggest that 10% of children in the present sample exhibit abnormal levels of internalizing symptoms based on parent ratings, whereas only 3.2% exhibit abnormal levels based on teacher ratings. No gender or grade-level differences were found. Subsequent analyses will determine the extent to which these children also exhibit symptoms of hyperactivity/inattention, peer relationship problems, and reading difficulties. Results will be discussed in terms of screening for internalizing symptoms and the development of early or preventative interventions.

**#15**
*Developmental Psychology/ Psychologie du développement*

**STRUCTURAL EQUATION MODELING OF RELATIONS AMONG INHIBITION, VERBAL AND VISUAL-SPATIAL WORKING MEMORY ACROSS DEVELOPMENT**

Marie Arsalidou, The Hospital for Sick Children; Alba Agostino, The Hospital for Sick Children; Margot J. Taylor, The Hospital for Sick Children

Working memory (WM), the ability to hold and manipulate information in mind, underlies higher cognitive skills related to academic achievement and IQ. Research shows that task-irrelevant features which require inhibition, improve the assessment of WM. However, the relation of inhibition to WM tasks in different domains remains unclear. Using a developmental sample we examined (a) construct validity in visual-spatial and verbal WM tasks with high (H) and low (L) contextual interference across six difficulty levels and (b) how inhibition is related to these WM constructs. Children aged 7-16 years (n=110; 40 males) and adults aged 18-42 years (n=29; 13 males) completed colour matching tasks (CMT), letter matching tasks (LMT) and a computerized version of the colour Stroop. Participants decided whether colours (for CMT) and letters (for LMT) were the same or different across complex stimuli in a 1-back paradigm. Confirmatory factor analyses on accuracy verified that the six difficulty levels (per task) significantly loaded onto their intended latent constructs: CMT-H, CMT-L, LMT-H and LMT-L. A series of structural equation models (SEM) found age to be a significant predictor of all cognitive constructs. SEM results showed that inhibition was more strongly related to visual-spatial than verbal tasks. Influences of inhibition on WM assessment are discussed.

**#16**
*Developmental Psychology/ Psychologie du développement*

**FAITH EXPERIENCES OF PARENTS OF CHILDREN WITH AUTISM**

Amanda Azarbehi, Tyndale University; Whitney Reeve, Tyndale University; Karrianne Chow, Tyndale University

Being the parent of a child with special needs can be a stressful and often isolating experience. The present study examined the role that religion and personal faith plays in the lives of parents raising a child with autism. Parent questionnaires were distributed to parents from a wide-range of religious backgrounds. Information was gathered regarding the impact of their child's autism on the parents personal faith and the response and/or support received from their religious institutions. Common experiences and themes will be reported on and explored.

**#17**
*Developmental Psychology/ Psychologie du développement*

**WHAT IF A BOY WORE A SKIRT: DO PRESCHOOLERS LEARN WORDS FROM A SPEAKER VIOLATING A SOCIAL CONVENTION?**

Sevda Bahtiyar, Queen's University; Mark Sabbagh, Queen's University; Jenna Rines, Queen's University

By the age of two, children show a 'conventionality bias' when learning words: they are biased to assume that word meanings are shared between the members of a given linguistic community. However, when there is evidence that words are not likely to be shared, children could easily override this bias and avoid learning. Although the existing studies suggest that conventionality bias has an important role in word learning, the depth of this bias has never been explored. In the present study, we examined how powerful this conventionality bias is. Specifically, we investigated whether violating a shared convention in a non-linguistic domain would affect children's word learning. We tested thirty-six 4-year-olds in one of the two conditions. In the unconventional condition, children heard novel words from a male puppet wearing a skirt. In the conventional condition, children heard the same novel labels from a puppet that does not appear to be violating any conventions. Results indicated that 4-year-olds are less likely to produce the words and are unlikely to remember the object-word link when the words are taught by the speaker violating a convention. These findings suggest that when a speaker violates an agreed convention even in a non-linguistic domain, children probably assume that the speaker is less likely to provide them with 'right' conventional information.

**#18**
*Developmental Psychology/ Psychologie du développement*

**AN EXPLORATORY ANALYSIS OF GENDER DIFFERENCES IN BULLY VICTIMS' COPING STRATEGIES AND PERCEIVED EFFECTIVENESS**

Jennifer Barrett, Carleton University; Tina Daniels, Carleton University

The fact that bullying is prevalent and correlated with several maladaptive outcomes is spurring the development of prevention and intervention programs. One area of research that is relevant to such programs, although currently limited, is the exploration of coping mechanisms used by adolescents in response to victimization. In an effort to fill this gap, university students (n=683; female=75.8%; M=19.06yrs, SD=1.63) were surveyed in regard to a memorable incident of bullying that occurred in high school. Participants were asked which types of coping strategies they used and, when used, how effective the strategy was in making them feel better, as well as solving the bullying issue. An analysis of variance revealed that women were more likely than men to use problem-solving, rumination, social support, emotional expression, blaming others, and wishful thinking ($p<.01$). Women were also more likely than men to report that social support made them feel better as well as effectively solve the bullying issue ($p<.01$). Men were more likely than women to indicate that rumination and self-blame were effective in making them feel better ($p<.01$). These results indicate that women and men cope with bullying in different ways and perceptions of the effectiveness of coping strategies may differ according to gender. Implications for intervention program developers are presented.

**#19**
*Developmental Psychology/ Psychologie du développement*

**IDENTIFYING THE CONTEXTUAL FACTORS OF INDIRECT BULLYING SITUATIONS THAT INFLUENCE TEACHER RESPONSE BEHAVIOUR**

Christine Blain-Arcaro, Carleton University; David Smith, University of Ottawa; Charles Cunningham, McMaster Children's Hospital and McMaster University; Tracy Vaillancourt, University of Ottawa and McMaster University

Indirect bullying is a form of peer victimization that is observed as frequently occurring in both males and females yet is often overlooked by teachers. Nine bullying situation characteristics were created, which contained 3 to 4 descriptive levels. These bullying situation characteristics were then used to create unique randomly generated questionnaires consisting of 17 unique choice tasks. One hundred and ninety four teachers participated. Using latent class analysis two segments with different influences on intervention were identified. The Group 1 segment teachers (28%) were found to be less influenced by specific information regarding bullies and victims while making intervention decisions and instead assimilated more elements of a bullying situation into consideration. Furthermore, these teachers were found to be more sensitive to covert acts of indirect bullying. The Group 2 segment teachers (72%) decisions were more influenced by the vulnerability of the child who is victimized as well as to physical components of bullying situations. These findings indicate that there is a need for greater focus on the vulnerability of children who bully as well as greater emphasis on indirect bullying within bullying prevention training for teachers.

**#20**
*Developmental Psychology/ Psychologie du développement*

**DO PARENTING BEHAVIOURS PREDICT CHILDREN'S EMOTIONAL WELLBEING BEYOND PARENT REPORTS?**

Kristy L. Boughton, University of Guelph; Margaret N Lumley, University of Guelph

This study examines the discrepancy between child and parent reports of children's emotional wellbeing in 130 elementary school children aged 10 to 15. Specifically, we examine the ability of child perceived parental responsiveness and psychological control to improve prediction of child depression symptoms and emotional resilience beyond parent ratings. Consistent with previous research, parent and child reports of mood and resilience were only moderately correlated. Using multiple regression analysis, parental control was found to increase ability to predict child reported depression symptoms after controlling for parent report of child mood, while parental responsiveness was found to increase ability to predict both child mood and resilience beyond parent reports. The findings suggest that parenting behaviours are an important consideration when children and parents provide discrepant reports of child behaviour. This study is the first to suggest that psychological control is related to parent-child report discrepancy and supports the notion that perceived behaviours of mothers and fathers may have different effects on report discrepancy. Results further suggest that discrepancies provide important information regarding family functioning and may be utilized to improve identification of youth with internalizing difficulties.

**#21**
*Developmental Psychology/ Psychologie du développement*

**I CUT THEREFORE I AM: EXPLORING THE SELF AND IDENTITY IN PERSONAL WEBSITES DEVOTED TO NON-SUICIDAL SELF-INJURY**

Andrea V. Breen, University of Guelph; Olga Sutherland, University of Guelph; Stephen P. Lewis, University of Guelph

Non-suicidal self-injury (NSSI) refers to purposeful acts engaged in to cause direct and immediate harm to bodily tissue that are devoid of suicide intent (Nock & Favazza, 2009). Despite the prevalence of NSSI in adolescence when the establishment of self-identity is a critical developmental task, focus on "the self" has largely been absent from NSSI research (Adams, Rodham, & Gavin, 2005). The goal of the present study was to explore experiences of identity (i.e. a sense of personal uniqueness, continuity, and coherence) and the self (i.e. one's "inner sense of being") (Côté, 2009) in individuals engaged in NSSI. Data were obtained from 50 personally constructed websites that described personal experiences of NSSI. Qualitative analyses were conducted using thematic analysis (Braun & Clarke, 2006). Findings suggest that NSSI is used to manage feelings of shame and numbness, to redirect emotional pain to the physical self, and to establish unity in terms of physical and psychological experiences of the self. While NSSI was described as self-destructive, participants also described both NSSI and writing about NSSI as constructive means to establish self-identity and persistence of the self across time. Results are discussed in terms of clinical applications and theoretical implications relating to the study of self and identity in adolescence and early adulthood.

**#22**
*Developmental Psychology/ Psychologie du développement*

**SING TO ME PLEASE, PUT ME AT EASE: COMPARING INFANTS' ATTENTIONAL RESPONSES TO INFANT-DIRECTED SINGING AND SPEECH**

Patricia Brosha, St. Francis Xavier University; Petra Hauf, St. Francis Xavier University

Recent research on infant-directed (ID) singing and speaking suggests that ID singing may promote engagement and attention, while ID speaking may facilitate heightened arousal and infant learning (Nakata & Trehub, 2004). However, research in this area has been limited to infant-mother dyads. Furthermore, there has been little research in this area involving the use of eye-tracking technology, which captures overall duration fixation as well as data regarding specific areas of interest (AOIs). The present study investigates 24 6-month-old infants' responses to ID singing and speaking from a standardized, non-maternal source. Infants watch audiovisual displays of an adult both singing and speaking. These displays are presented as 2 speech-song pairs, involving a common English play song and a play song composed specifically for the study. Infants' looking behaviour will be recorded by using eye-tracking technology to analyze overall duration of fixation and duration of fixation for AOIs. Additionally, body movements made by infants during each type of episode will be recorded. Based on previous research, it is expected that infants will show greater overall fixation duration for the singing episodes, that there will be greater movement reduction in the singing episodes, and that there will be differences in visual fixation for singing and speaking episodes.

**#23**
*Developmental Psychology/ Psychologie du développement*

**PROSOCIAL LIE-TELLING IN CHILDREN: THE ROLE OF AGE, SEX, AND COST-TO-SELF**

Lauren Campbell, York University; Mina Popliger, McGill University; Victoria Talwar, McGill University

Children are socialized to be truthful in most social situations, except where the truth may be hurtful. Previous studies suggest that by elementary school, children tell prosocial lies in politeness situations (Talwar et al., 2007). However, children's motivations and their ability to maintain lies (i.e., semantic leakage control) remain unexplored. The current study examined prosocial lies in relation to age, cost-to-self, and semantic leakage control. Children (N = 72, 7 to 10 years) participated in a disappointing gift paradigm. After receiving a desirable and undesirable gift, children either gave-up the desirable gift (high cost) or kept both gifts (low cost). Follow-up questions assessed semantic leakage. A logistic regression with age (7 to 8 years vs. 9 to 10 years), sex, and condition (high vs. low) as predictors of lie-telling found a significant condition effect. More children lied in the low (94%) than the high cost condition (72%), χ$^2$ (3, N = 72) = 8.37, p= 0.039, Nagelkerke $R^2$ = 0.19. For semantic leakage, as age increased children were more likely to maintain their lie (79% of 9 to 10 year olds vs. 56% of 7 to 8 year olds). Further, females (83%) concealed more than males (52%). Overall, children told prosocial lies, yet when there was a high cost to self they were more likely to tell the truth. Age and sex related to children's semantic leakage control.

**#24**
*Developmental Psychology/ Psychologie du développement*

**EDUCATORS' INTENTION TO IMPLEMENTING SCHOOL-BASED BULLYING PREVENTION PROGRAM: A STRUCTURAL EQUATION MODELING APPROACH**

Yvonne Chen, McMaster University; Charles E Cunningham, McMaster University; Tracy Vaillancourt, University of Ottawa; Lesley Cunningham, Hamilton-Wentworth District School Board; Heather Rimas, McMaster University

Although bullying at school is recognized to be a serious health risk, educators often fail to adopt evidence-based bullying prevention programs. In this study we examined the individual and organizational predictors of intention to implement bullying prevention programs using structural equation modeling. Data were derived from a larger program of research to involve educators and other school staff (N = 1040) in the design of school-based anti-bullying program. The hypothesized model achieved an adequate fit: χ2 (100) = 337.9, CFI = 0.973, TLI = 0.964, RMSEA = 0.048 (90% CI = 0.042-0.054). The latent predictors: perceived organizational and parental support, perceived benefits, personal and organizational barriers to develop bullying prevention program, as well as decision control (the extent to which schools allowed participation in the decision process) were positively associated with educators' intention to implement anti-bullying programs (accounting for 29.6% of the variance). Educators' perceived responsibility and perceived severity of bullying were examined as a mediator and/or moderator separately. Implications for these more complex relations are discussed for both implementation strategies and future research.

**#25**
*Developmental Psychology/ Psychologie du développement*

**UNDERSTANDING RISKY BEHAVIOR ENGAGEMENT AMONGST AT-RISK STUDENTS: TEACHING META-ACADEMIC SKILLS THROUGH THE CN ADOPT AN ALOUETTE MENTORING PROGRAM**

Anthony Claro, McGill University; Samira Moumne, McGill University; Steven R. Shaw, McGill University

Many skills are required for academic achievement, some of which include the basic academic skills of reading, writing and math skills. However, skills necessary for academic success, but that are not explicitly taught in schools include social skills, emotion regulation, impulse control, initiative and organization and are collectively known as meta-academic skills. Meta-academic skills act as protective factors against school deterrents, such as the engagement in risky behaviours. In response to the staggering dropout rate in Quebec (30%), the CN Adopt an Alouette Program was organized to target inner-city students identified as high-risk for academic failure. Beginning in January 2011, students in 5 Montreal high schools will be paired with a mentor trained to coach meta-academic skills twice per week, for 10 weeks. Pre- and post-intervention assessment will consist of demographic information, grades, an individual assessment of cognitive, emotional and social variables and most pertinent to this research, the Risky Behavior Questionnaire for Adolescents. Specifically, the current study will examine whether developing the meta-academic skills of high-risk children will lead to decreased engagement in risky behaviours (e.g. criminal activity, substance abuse, unsafe sexual practices, violence, etc.) and subsequent increased academic performance and reduced dropout rates.

**#26**
*Developmental Psychology/ Psychologie du développement*

**THE REDUCTION OF DEPRESSIVE SYMPTOMS IN CHILDREN WITH AUTISM: A LONGITUDINAL EXAMINATION OF THE IMPACT OF EARLY INTERVENTION**

Anthony Claro, McGill University; Colin A Campbell, McGill University; Eric Fombonne, McGill University

Autism is recognized as the most common neurodevelopmental disorder with prevalence rates estimating 1 in 110 children are diagnosed with an autism spectrum disorder (ASD) (Rice, 2009). An important area of research centers on comorbid disorders. For example, the prevalence of depression in children with autism has been shown to be higher than that of typically developing children (Kim et al., 2000). The current study investigates the efficacy of various treatments for the emotional well-being of children with autism. This longitudinal study included 96 children (80 males; 16 females) between the ages of two years and four years from the Montreal Metropolitan area. Participants were seen at three different time points (T1, T2 & T3) over a four-year period. Participants were administered the Child Behavior Checklist to assess depressive symptoms and a services questionnaire to asses qualitative and quantitative treatment information. We hypothesized that individuals who received a greater number of interventions at T1 and T2 will present with fewer depressive symptoms at T3. Overall, findings from a one-way analysis of variance demonstrate that there was a significant effect of quantity of early interventions on subsequent emotional well-being at the $p<.01$ level [$F(13, 82)=2.63$, $p=0.004$].

**#27**
*Developmental Psychology/ Psychologie du développement*

**MATERNAL SOCIALIZATION STRATEGIES DURING FREE-PLAY INTERACTIONS WITH THEIR CHILDREN: A HIGH-RISK, INTERGENERATIONAL STUDY**

Ariela Cohen, Concordia University; Leah N Enns, Concordia University; Dale M Stack, Concordia University; Lisa A Serbin, Concordia University; Jane Ledingham, University of Ottawa; Alex E Schwartzman, Concordia University

Few studies have explored the influence of parents' own childhood experiences on the use of socialization strategies and the impact it has on their children's development across multiple domains. Intergenerational, longitudinal studies provide a unique opportunity to examine socialization strategies, children's outcomes, and how they relate to parental histories of risk. Participants were 57 women who were screened as children on dimensions of aggression and social withdrawal as part of a longitudinal, intergenerational study of children from disadvantaged neighborhoods. Mothers and their preschoolers were videotaped during free-play, and maternal socialization strategies, child responses, and emotion word use, were coded from the video-records using a systematic scheme. Results relating to affective intensity suggested a buffering effect of education: children of mothers with higher education tended to display less negative affect. Moreover, despite a low frequency of emotion word use across all dyads, children of mothers with childhood histories of aggression and/or withdrawal were more likely to express their emotions (negative and positive) with high intensity, suggesting problematic displays of heightened emotional reactivity. Finally, mothers with childhood histories of aggression were less likely to engage in socialization strategies without prompting from their child.

**#28**
*Developmental Psychology/ Psychologie du développement*

**WHO KNOWS BEST?! SELF- VERSUS PEER-REPORTS OF VICTIMIZATION AND ITS EFFECTS ON CHILDHOOD LONELINESS, DEPRESSION AND SOCIAL ANXIETY**

Laura Doey, University of Ottawa; Kimberley A. Arbeau-Kresan, University of Manitoba

Victimization among children is extremely pervasive in school settings and can have detrimental and long-term social and psychological consequences to victims of peer harassment. The following study sought to identify the discrepancies between self- and peer-reports of victimization, and the consequent outcomes for victimized children whose peers do not see them as victimized to the extent that they perceive themselves. Participants were n=123 children in grades 3 to 5. Children completed a number of questionnaires including a self-report and peer-report assessment of victimization. Four groups were created based on the combination of self- and peer-reports of victimization: (1) self-reported only victims; (2) peer-reported only victims; (3) both self- and peer-reported victims; and (4) non-victim. Three types of internalizing problems were measured as outcome variables; depression, loneliness, and social anxiety. Results indicated that children in the both-victim group were most at risk for internalizing problems whereas children in the non-victim group were least at risk. Children in the self-only victim group were slightly more at risk than children in the peer-only victim group for depression, loneliness, and social anxiety, but only differed significantly from the peer-victim group on the measure of depression. Results are discussed in terms of child adjustment at school.

**#29**
*Developmental Psychology/ Psychologie du développement*

**READ ALONG OR SING A SONG: ADVANCING CHILDREN'S VOCABULARY**

Sarah Drake, St. Francis Xavier University; Jennifer F Sullivan, St. Francis Xavier University

Previous research has shown the positive influence of music on vocabulary development. The current study investigates two vocabulary intervention techniques with pre-school aged children to determine whether singing or storybook reading has a greater effect on the ability to learn new vocabulary. The children at a local daycare are assigned to one of two conditions, a singing condition or a storybook condition. All children will be pre-tested for their knowledge of 35 vocabulary words using the a Picture Vocabulary Test (PVT) developed for this study. Children in each condition will receive 10 weeks of vocabulary intervention consisting of learning 10 songs or listening to 10 storybooks. Twenty-eight of the target vocabulary words are used in both the stories and songs and two sets of an additional 4 words are only present in each type of intervention. After the intervention, the children will be post-tested for knowledge of the same vocabulary words. It is hypothesized that children in the singing intervention will show significantly greater vocabulary acquisition than those in the storybook condition.

**#30**
*Developmental Psychology/ Psychologie du développement*

**THE EFFECTS OF MORAL STORY TELLING ON CHILDREN'S CONCEALMENT OF AN ADULT'S TRANSGRESSION**

Kevin Dugas, McGill University; Dalene Visser, McGill University; Megan McConnell, McGill University; Jessica Ganten, McGill University; Andrea Salguero, McGill University; Victoria Talwar, McGill University

Children's lying behaviour to conceal personal transgressions emerges in the preschool years (Talwar & Lee, 2002). Although recent studies examine children's lying to conceal their own transgressions (e.g., Talwar & Lee, 2008), little research investigates children's lying when asked to conceal an adult's transgression. Also, little is known about how adult coaching influences children's deception. Often when transgressions become evident, individuals rely on truth induction techniques. Children's literature has been suggested to develop moral awareness (e.g., Schleifer & Martiny, 2006) and may influence children's actual behaviour. Yet, it is unclear whether making the consequences of lying salient (via stories) will influence children's tendency to lie for another. The current study examined children's behaviour (4 to 8 years; N= 65) when coached to keep secret another's transgression, and whether moral stories promote honesty. A 2 (coaching: heavy vs. light) X 3 (stories: positive lie; negative lie; neutral) ANOVA was conducted to examine lying behaviour. Results revealed a main effect of coaching. Heavily coached children were more likely to lie (88%) compared to those who received light coaching (67%). Results provide an early picture of the extent to which young children can be influenced by an unknown adult, and have implications for educational and legal contexts.

**#31**
*Developmental Psychology/ Psychologie du développement*

**PARENTS' DIVORCE HISTORY AS A PREDICTOR OF DEPRESSIVE SYMPTOMS, LONELINESS, AND SELF-ESTEEM FROM ADOLESCENCE INTO EARLY ADULTHOOD**

Charlene K. Esposto, Wilfrid Laurier University; Michael W Pratt, Wilfrid Laurier University

Experiencing parental divorce as an adolescent has become a common challenge in adolescent development in recent years. This longitudinal study collected data from over 500 students in Ontario high schools at the age of 17 and followed the participants until age 26. The Center for Epidemiological Studies Depression Scale measured depressive symptoms at ages 17, 19, 23, and 26. The Revised UCLA Loneliness Scale was administered at ages 19, 23, and 26, and the Rosenberg Self-Esteem Scale at age 17, 19, and 23. As expected, parental divorce in adolescence significantly correlated with higher levels of depression, higher levels of loneliness and lower self-esteem into early adulthood. This developmental pattern was particularly strong for males and much weaker for females, perhaps due to effects of maternal custody. Controlling for financial status of the family reduced these associations, but did not eliminate them.

**#32**
*Developmental Psychology/ Psychologie du développement*

**DIFFERENTIAL ANALYSIS OF INTENTIONAL AND UNINTENTIONAL INJURIES IN CHILDREN: AN INQUIRY FOR THE IDENTIFICATION AND PREVENTION OF MALTREATMENT**

Jessica P Flores, The University of British Columbia

Injury is the leading cause of death and disability among Canadians and kills more children and youth than all other causes combined. Physical injuries are said to display distinctive behavioural patterns so are believed to be potentially predictable and preventable. In the case of intentional injures, as opposed to unintentional injuries, the prediction of such patterns is not as straightforward. Intentional injuries turn on more intrapsychic and interpersonal matters. To address this difference, data was drawn from the Canadian Hospitals Injury Reporting and Prevention Program to identify whether intentional and unintentional injuries were reported differently. A pilot-project involving children who were injured in 2004, and whose injuries led to a hospital visit, successfully identified category differentiating linguistic indicators. This poster will extend the pilot's findings with 2001 to 2003 data and report on: a) the effectiveness of an evolving glossary of injury event linguistic indicators associated with the standard hospital injury intent codes; b) an inter-rater reliability check to identify whether raters blind to the hospital intent code sort cases into matching categories; and c) a factor analysis. It is anticipated that these findings will facilitate efforts to better understand and identify children at risk for intentional injuries.

**#33**
*Developmental Psychology/ Psychologie du développement*

**VICTIMS OF BULLYING: A PROFILE OF STRENGTHS AND PSYCHOSOCIAL DIFFICULTIES**

Jessica L. Franks, Lakehead University; Edward Rawana, Lakehead University

Bullying is a serious problem influencing the lives of many youth worldwide. The purpose of the present study was to examine both the psychological strengths and the psychosocial difficulties associated with experiences of bullying. In total, 263 (112 male) students in grades 7 and 8 completed the Revised Olweus Bully-Victim Questionnaire, the Strengths Assessment Inventory, the Behavioral and Emotional Rating Scale – 2nd edition, the Achenbach System of Empirically Based Assessment – Youth Self-Report, and the Friendship Quality Questionnaire. Academic achievement data was also collected from students' report cards. Results indicated that, compared to youth who were not bullied, victims of bullying reported: (1) fewer overall strengths; (2) greater emotional distress; (3) more behavioural problems; (4) lower grades; (5) more social problems; and (6) more conflict and fewer positive interactions with a best friend. Furthermore, for all youth, higher reports of strengths were significantly associated with: (1) less emotional distress; (2) fewer behavioural problems; (3) higher grades; (4) fewer social problems overall; and (5) more positive relationships with best friends. Therefore, a youth's psychological strengths may provide an important buffer against the negative psychosocial and academic outcomes associated with being a victim of bullying.

**#34**
*Developmental Psychology/ Psychologie du développement*

**PREDICTORS OF VOCABULARY ABILITY IN UPPER ELEMENTARY ESL STUDENTS**
Christie Fraser, OISE - University of Toronto; Tamara Kornacki, OISE - University of Toronto; Esther Geva, OISE - University of Toronto

Vocabulary is a critical part of oral language, reading comprehension, and written expression. A study is underway to explore the vocabulary development of ESL students in Grades 4 through 6. Research has shown that ESL students' academic vocabulary continues to lag behind their NSE (Native Speaker of English) peers for many years even when they have sufficient everyday English proficiency. Yet no research has systematically examined components of vocabulary development in ESL students at the upper elementary level. This study explores individual differences in vocabulary ability in two groups of learners: ESL students who are recent immigrants, and NSE students. Students are assessed in four areas related to reading ability: vocabulary, working memory, phonological and morphological processing, and reading (decoding and comprehension). Hierarchical multiple regression analyses and ANOVA will be used to explore predictors of vocabulary ability, and differences between the two groups. It is expected that components of vocabulary knowledge (i.e., root word, derivational morphology, and conjunctions) will be strong predictors of vocabulary ability for the ESL groups, and less so for the NSE group. This research makes a valuable contribution to theories of vocabulary development in ESL learners, and has important implications for educators, curriculum developers and policy makers.

**#35**
*Developmental Psychology/ Psychologie du développement*

**PRESCHOOLERS' DIFFERING EXPECTATIONS ABOUT THE OWNERSHIP OF ARTIFACTS AND NATURAL KINDS**
Ori Friedman, University of Waterloo; Karen R Neary, University of Waterloo

In general, we can use objects that are non-owned, but are restricted from using objects that belong to others. Hence, in deciding whether to use an object, it is worth considering whether it belongs to anyone. One way that people may make such judgments is by generally assuming that artifacts (human-made objects) are owned and that naturally occurring objects are not. This poster presents two experiments suggesting that even preschoolers aged three to six share these differing expectations about artifacts and natural kinds. These expectations are very robust for familiar kinds of objects (e.g., pinecone, fork), with most children viewing familiar artifacts as owned, and familiar natural kinds as non-owned. Children's expectations are somewhat weaker for unfamiliar objects. Although children still mostly view unfamiliar natural kinds as non-owned, those aged three to five judge unfamiliar artifacts as owned at chance rates. These findings contrast with accounts of cognitive development which suggest that children base judgments about natural kinds on existing knowledge about artifacts. If anything, children have clearer expectations about the ownership of natural kinds.

**#36**
*Developmental Psychology/ Psychologie du développement*

**AUGMENTATIVE AND ALTERNATIVE COMMUNICATION USE AMONG CHILDREN WITH DIFFERENT DEVELOPMENTAL DISORDERS**
Jessica Ganten, McGill University; Steven R Shaw, McGill University

Most studies in the field of augmentative and alternative communication (AAC) involve single-subject experiments or case studies. Little is known about actual prevalence rates of AAC use, although they have been estimated without factual evidence. Because of the nature of research being done, there is also a lack of studies examining different responses to AAC use for children with different developmental disorders. In addition, there are few studies comparing children who use AAC systems to those who do not. For this study, parents of children with autism, Down syndrome, and cerebral palsy will be given an online survey to examine the prevalence rates and responses to AAC use in each population. The communication, cognitive, and adaptive behaviour sub-tests of the Developmental Profile 3 (DP-3) will be used to assess each child's level of communication skills, mental age, and ability to cope with their surroundings. Controlling for mental age, the relationship between AAC use and communication and adaptability will be examined among and between children of each disorder. Differences between children who use and who do not use AAC systems will also be examined.

**#37**
*Developmental Psychology/ Psychologie du développement*

**TALKING ABOUT HEALTH EVENTS: CONVERSATIONAL STYLE OF PARENTS AND CHILDREN IN A FAMILY RELATIONSHIP CONTEXT**
Melissa A. Gendron, Acadia University; Doug Symons, Acadia University

Parents differ considerably in their conversational styles with children, particularly in their use of talk about thoughts and feelings and elaborative discourse. Both have the potential to reflect attachment processes in parents and children, as well as a parent's own approach to health information. In the current study, parents and their 5 to 7 year old children are asked to discuss together health-relevant experiences that directly involved the child, were indirectly experienced, and commonly experienced by all children. Adult and child attachment styles were assessed using narrative and report measures, and conversations were coded for thoughts and feelings as well as elaborative discourse. Child receptive language, emotional regulation, and parental health literacy were also assessed. Data collection for this study is underway, and preliminary results show positive relations of adult attachment security with child attachment security, as well as conversational style measures. It is expected that talk about thoughts and feelings, as well as elaborative discourse, will continue to be related to attachment style measures even when children's language, adult health literacy, and other demographic measures are controlled. This study therefore addresses how attachment style may be reflected in how parents and children talk about potentially distressing events within the family.

**#38**
*Developmental Psychology/ Psychologie du développement*

**EFFECTS OF A DOG TRAINING INTERVENTION FOR YOUTH**
Alberta Girardi, Carleton University; Joanna D Pozzulo, Carleton University

The purpose of this study was to investigate the effects of the Leadership Education with Adolescents and Dogs (LEAD) program, an intervention provided by the Ottawa Humane Society. Four shelter dogs were brought to a mental health treatment centre, and youth provided the dogs with daily socialization and obedience training. Five youth provided complete pre- and post-intervention data, over four administrations of the LEAD program, between March 2009 and April 2010. Outcome measures included empathy, anxiety, depression, and attitudes about animals. After the intervention, the two participants with the highest pre-LEAD depression scores scored lower on the depression measure, three participants scored higher on the empathy measure, and two participants scored higher on the pet attitude and anxiety measures; however, mean pre-post scores on the outcome measures were not significantly different ($p > .05$). One participant wrote, "it helped me a lot with my depression because I was helping [the dogs] be more adoptable and that was really inspiring." Given the small sample size, we cannot yet draw conclusions about the effects of the LEAD program on the mental health of participants. However, these preliminary results suggest that further research should be conducted. We recommend that future researchers use more immediate assessments of participant well-being (e.g., state anxiety).

**#39**
*Developmental Psychology/ Psychologie du développement*

**STEREOTYPED MOTOR BEHAVIORS IN CHILDREN WITH AUTISM AND 22Q13 DELETION SYNDROME**
Sarah E. Glaser, McGill University; Samira Moumne, McGill University; Steven R Shaw, McGill University

Stereotyped behaviours are repetitive and purposeless actions such as hand flapping. Children with autism and 22q13 Deletion Syndrome (a genetic disorder with autistic-like symptoms) frequently engage in these behaviours. The sample in the current study included children with autism ($n = 19$) and 22q13 Deletion Syndrome ($n = 18$) between the ages of 5 and 18 years. Within developmental disabilities, it has been suggested that stereotypy is most severe among children with autism (Turner, 1999). The hypothesis of the present study was that the autism group would endorse significantly more stereotyped behaviours than the 22q13 Deletion Syndrome group. Data was collected from the Functional Assessment Interview Form (O'Neill et al., 1997). Results showed that the autism group had a mean total of 1.63 ($SD = 1.01$) stereotyped behaviours, whereas the 22q13 Deletion Syndrome group had a mean total of 2.29 ($SD = .92$). ANCOVA with mental age as a covariate was performed to test for group differences in mean amount of endorsed stereotypies. Significant results were found for the corrected model ($F = 4.39$, $p = .02$, η2 = .21). The goal of this presentation is to discuss the significance of stereotypy in children with developmental disabilities, as well as suggest how the prevalence of these behaviours can help differentiate children with autism from related conditions.

**#40**
*Developmental Psychology/ Psychologie du développement*

**IDENTITY DEVELOPMENT AND ROMANTIC RELATIONSHIP CONFLICT RESOLUTION STYLE: OBSERVING DISCLOSURE TO CLOSE FRIENDS**
Jennifer Gomez, The University of Western Ontario; Tara M. Dumas, The University of Western Ontario

Research indicates a positive relation between identity development and romantic relationship satisfaction (Beyer & Seiffge-Krenke, 2010). We believe conflict resolution style is a key process underlying this relation. In this study we examined emerging adults' romantic relationship conflicts narrated to a close friend. We classified participants' conflict resolution into three styles: 1) Informational – proactively seeking solutions, 2) Normative – downplaying severity, and 3) Avoidant – delaying resolution (Berzonsky, 1987). Participants also completed a measure of identity exploration and commitment (Balisteri et al., 1995). Preliminary analyses ($n = 23$; 18 women; $M_{age} = 18$ years) revealed that participants with an informational approach had the highest identity exploration ($M = 4.01$), significantly higher than participants with a normative approach ($M = 3.58$, $p = .05$). Participants with a normative approach had significantly higher identity commitment ($M = 4.59$) than participants with an informational ($M = 3.55$, $p = .001$) or avoidant approach ($M = 3.86$, $p = .01$). These results suggest that individuals with greater identity development adopt different conflict resolution styles than those with less developed identities. Full sample (n ≈ 160) analyses to follow.

**#41**
*Developmental Psychology/ Psychologie du développement*

**CHILDREN'S UNDERSTANDING OF ADDITIVE CONCEPTS: ARABIC AND ALIEN ARITHMETIC**
Jacqueline Harrison, University of Regina; Katherine M Robinson, Unversity of Regina

Children's understanding of the relationship between addition and subtraction is considered essential to arithmetic skill development (Bryant et al., 2006). We investigated whether children's addition and subtraction fluency and attitudes towards mathematics were related to their use of conceptually-based arithmetic shortcuts during problem solving. If children understand the inverse relationship between addition and subtraction then they can use inversion to easily solve problems such as a + b - b without calculation (Starkey & Gelman, 1982). If they understand that addition and subtraction are associatively related, they can use associativity on problems such as a + b – c. Solving the subtraction component first is often easier (Robinson & Dubé, 2009). Further, strong conceptual understanding should enable children to transfer their knowledge to related "alien arithmetic" problems (e.g., # + & - &, Piatt et al., 2009). Grade 3, 4, and 5 students solved Arabic and alien arithmetic problems, completed fluency tasks, and a questionnaire about mathematic attitudes. Measures included accuracy, solution latencies, and strategy reports for problem solving, accuracy and number of problems attempted on fluency, and scores on the questionnaire. The findings and their implications for research in children's mathematical cognition and the educational implications will be discussed.

**#42**
*Developmental Psychology/ Psychologie du développement*

**BULLYING AND VICTIMIZATION PROFILES: EXTENDED VALIDATION OF AN INTERPERSONAL PROBLEMS INVENTORY FOR YOUTH**

Karl Hennig, University of Guelph; Dillon T Browne, University of Toronto, OISE; Lila McCormick, University of Guelph; Julie Wreford, University of Guelph

Structural models of personality (Five Factor, Interpersonal Circumplex) are increasingly being developed for use in the assessment of youth. The current study extends validation of an interpersonal problems circumplex for youth. Participants were 326 youth (49% female) recruited from grades six to eight classes in Southwestern Ontario. Results showed that bullying was predicted by both a generally elevated pattern of interpersonal problems (i.e., elevation) with a differentiated hostile-dominant profile. Of the eight octant scales that make up the interpersonal circumplex, bullies reported specifically elevated interpersonal problems on domineering/controlling ("I am too bossy with my friends") and vindictive/self-centered ("I find it hard to trust other people") scales and significantly fewer problems on the overly accommodating (e.g., "I find it hard to feel angry at other people") and self-sacrificing ("I put other people's needs before my own too much") scales. In contrast, individuals reporting high levels of victimization had an undifferentiated interpersonal profile characterized by elevated interpersonal problems across all eight octant scales with no unique elevations on any one octant scale. The validity of using the Inventory of Interpersonal Problems – Youth version is further demonstrated for use in the interpersonal assessment of youth.

**#43**
*Developmental Psychology/ Psychologie du développement*

**CHILDREN'S KNOWLEDGE OF THE INTERPERSONAL CONSEQUENCES OF ANGER AND SADNESS: A DEVELOPMENTAL PERSPECTIVE**

Marième L. Hurtubise, University of Ottawa; Pierre Gosselin, University of Ottawa; Isabelle Hudon-ven der Buhs, University of Ottawa

Emotion knowledge and regulation are key aspects of children's emotional competence. This investigation examined children's knowledge of the interpersonal consequences of dissemblance on their peers. Ninety children, between the ages of 5 and 10 years, were read eight stories describing situations in which a main character masked or neutralized his sadness or anger in the presence of peers. The stories varied in terms of the felt emotion, type of emotional control(neutralization vs. masking) as well as the level of familiarity between the target and secondary characters(familiar vs. unfamiliar). Children were asked to choose, among three possible options, what the secondary character would most likely think as a result of the main character's emotional expression. Preliminary analyses revealed significant differences according to age, level of familiarity and type of emotional control. Older children(8-10 years) were significantly better at choosing the appropriate consequences of anger and sadness than younger children(5-6 years). Children's predictions of the interpersonal consequences were significantly more accurate when the emotional control strategy used by the main character was masking. The errors children made varied with respect to the type of emotional control strategy. Results are discussed in terms of socialization processes and regulation of expressive behaviors.

**#44**
*Developmental Psychology/ Psychologie du développement*

**SOLUTIONS FOR BULLYING: A WORKSHOP FOR PRE-SERVICE TEACHERS**

Lisa Ihnat, University of Ottawa; David J Smith, University of Ottawa

While many children who are victimized display behaviours that fit the typical portrait of a victim, a significant number of victimized children exhibit aggressive behaviours and some even bully others. As a result of this behavioural diversity, it may be difficult for teachers to identify children who are being victimized and intervene in a supportive manner. A teacher education program at a Canadian university is viewed as an ideal platform for addressing the difficulties that teachers report when trying to intervene in bullying situations. Through a quantitative controlled pre-post experimental design, an intervention offered to several teacher education classes is evaluated. The intervention consists of a workshop that informs pre-service teachers of the different roles that children adopt in bullying incidents, the types of problematic behaviours that victimized children may exhibit, and the psychological repercussions of bullying on the children involved. A unique instrument is developed in order to evaluate the impact of the intervention. The anticipated results of the study are: different victim behaviours elicit different intervention approaches (punitive when dealing with incidents involving aggressive victims and supportive when dealing with incidents involving passive victims), and the frequency of reported supportive interventions increases post-workshop.

**#45**
*Developmental Psychology/ Psychologie du développement*

**I THINK I FOLLOW YOU: THEORY OF MIND IN SCHOOL-AGED CHILDREN WITH AND WITHOUT LANGUAGE DISABILITIES**

Nancie Im-Bolter, Trent University; Keely Owens, Trent University; Alba Agostino, University of Guelph

The majority of research has focused on theory of mind (ToM) in the preschool rather than school-aged period. In preschoolers, syntactic language and updating of working memory contents have been shown to predict ToM. Children with language-disabilities (LD) have well-documented problems with syntactic language and working memory yet no study we are aware of has examined language, updating of working memory, and ToM in this population. The current study examined language, updating, and higher order ToM in 163 children, aged 7 to 12 years, with and without LD. As predicted, children with LD had significantly worse performance on measures of language, updating, and ToM. Structural equation modeling was used to test our theoretical model; that ToM will be predicted by the latent updating factor and receptive and expressive syntax and that the effects of age on ToM would be mediated by the updating factor. The theoretical model yielded a poor fit to the data and the language paths were nonsignificant. A second, more parsimonious model was tested where language was removed and this model yielded a good fit to the data. Updating was a direct predictor of ToM and mediated the relation between age and ToM. This suggests that updating rather than syntactic language plays a critical role in the understanding of mental states in school-aged children with both typical development and LD.

**#46**
*Developmental Psychology/ Psychologie du développement*

**DEVELOPMENTAL CONSIDERATIONS FOR CHILDREN WITH DOWN SYNDROME**

Yasaman Jalali-Kushki, McGill University; Gerald Jordan, McGill University; Andreas Loebus, Down syndrome Research Institute; Tara Flanagan, McGill University

Inclusive education has been identified as the means to providing every child with their right to education. Despite this goal, families of children with exceptionalities are often left to find alternate ways of meeting children's needs. The present study aims to determine parent reasons for sending their child to a summer camp intended for children with Down syndrome (DS). Parents of nine school-aged children between the ages of 4 and 13 engaged in an open-ended interview describing their child and their reasons for enrolling in the summer camp. Results indicated critical differences in parent responses based on the child's developmental stage. Specifically, the focus of parents in early childhood was to receive additional support for their children's finite skills, including speech and potty training. By middle childhood, parents were concerned with the impact of the inclusion on their child's social development; specifically, parents identified a need for their children to develop long-lasting social networks. By adolescence, parents expressed concern with schools not meeting the changing needs and demands of their children entering the crucial transition years. Implications for educational practitioners will assist them in considering the needs of individuals with DS at varying developmental stages.

**#47**
*Developmental Psychology/ Psychologie du développement*

**FRIENDSHIP STABILITY: THE ROLE OF POPULARITY AND FRIENDSHIP QUALITY**

Mélanie Joly, Université Concordia; Marie-Ève Dubois, Concordia University; William M Bukowski, Concordia University

Studies on friendship quality have found characteristics such as companionship, recreation, validation, caring, guidance, and help to be associated with friendship maintenance (Rose & Asher, 2000). While the general consensus indicates that high quality friendship leads to friendship stability (Bukowski, Hoza, & Boivin, 1994), the literature provides little information on whether friendship stability differs for high status and low status children and if these two groups differ in terms of friendship quality. The objectives of this study were to: 1) test whether friendship stability varies as a function of social status; 2) compare the friendship characteristics of high and low social status children; and 3) examine the moderating effect of friendship quality on the link between popularity and friendship stability. Fifth and 6th graders (n = 430; M age 10.9 years) filled out a battery of questionnaire at two time points (T1: January; T2: May) to examine participants' best friendship stability, popularity, and friendship characteristics. The measure of popularity was positively associated with friendship stability, $r(428) = .159$, $p < .001$ and a significant main effect for positive friendship characteristics was found among popular children. Implications for popularity on friendship stability are discussed.

**#48**
*Developmental Psychology/ Psychologie du développement*

**SUCCESS AFTER SCHOOL ENTRY AMONG DISADVANTAGED CHILDREN: PARENTING, HOME ENVIRONMENT, AND PARENTAL INVOLVEMENT AS PREDICTORS OF ACADEMIC PERFORMANCE IN THE FIRST YEARS OF SCHOOLING**

Danielle K. Kingdon, Concordia University; Lisa A Serbin, Concordia University; Dale M Stack, Concordia University

Compared to their more advantaged peers, children from disadvantaged families tend to enter school with fewer academic skills and receive less parental support, contributing to their tendency for lower cognitive development and academic achievement throughout school. Relatively little research has examined this "intergenerational psychosocial transfer of risk" from parent to child, the process whereby parents may put their children at an elevated risk for academic difficulties (and other problems). Conversely, we also know little about the protective factors and experiences that can lead to success among this vulnerable population. 175 parent-child dyads from a unique longitudinal, intergenerational study of children from disadvantaged neighborhoods participated in this study. Level of maternal involvement and quality of cognitive stimulation were assessed through detailed observation-based measures of mother-child interactions in the home. A variety of observational and psychosocial measures of both children and parents were also collected. Results suggest a protective effect of parenting among disadvantaged children; higher levels of maternal involvement and cognitive stimulation in the preschool years were associated with children's increased academic performance at school entry, even when controlling for family income, maternal education and mother and child IQ.

**#49**
*Developmental Psychology/ Psychologie du développement*

**EMOTIONAL INTELLIGENCE AS A PREDICTOR OF PEER VICTIMIZATION IN ADOLESCENTS WITH AND WITHOUT AN AUTISM SPECTRUM DISORDER**

Patricia Kloosterman, Trent University and Queen's University; James D.A. Parker, Trent University; Elizabeth A Kelley, Queen's University; Wendy Craig, Queen's University; Christine Javier, Queen's University

Adolescents with an Autism Spectrum Disorder (ASD) are considered "prime targets" for peer victimization due to their deficits in social and emotional competency. This study examined whether level of emotional intelligence in adolescents with and without an ASD may be a predictor of peer victimization. Participants for this study were 68 adolescent boys ranging in age from 11 to 18 years (M=14.60; SD=1.89). Of the adolescents, 31 had a primary diagnosis of an ASD and 37 had no history of a developmental disorder. Participants completed the Emotional Quotient Inventory: Youth Version (Bar-on & Parker, 2000) to assess their level of emotional intelligence in addition to a questionnaire posing questions regarding their recent experiences with victimization/bullying behaviour (World Heath Organization, 2003). In comparison to their typically developing peers, adolescents with ASD were found to score lower on total EI and the EI domains of intrapersonal and stress management when controlling for age and IQ. As well, the EI domain of stress management was found to be a significant predictor of peer victimization for adolescents both with and without an ASD. Findings are discussed with regards to the necessity of implementing preventative bullying programs for adolescents both with and without an ASD.

**#50**
*Developmental Psychology/ Psychologie du développement*

**RECALLED PEER RELATIONSHIP EXPERIENCES AND CURRENT LEVELS OF SELF-CRITICISM AND SELF-REASSURANCE**

Daniel Kopala-Sibley, McGill University; David C. Zuroff, McGill University

Numerous studies have shown that personality factors may increase or decrease individuals' vulnerability to depression, but little research has examined the role of peer relationships in the development of these factors. Accordingly, this study examined the role of recalled parenting and peer experiences in the development of self-criticism and self-reassurance. 103 female and 97 male young adults completed measures of recalled parenting, overt and relational victimization and prosocial behaviour by peers, and current levels of self-criticism and self-reassurance. Hierarchical regression analyses showed that parents and peers independently contribute to the development of self-criticism and self-reassurance. Specifically, controlling for parental care and control, overt victimization predicted self-hating self-criticism, relational victimization predicted inadequacy self-criticism, and prosocial behaviour predicted self-reassurance. As well, prosocial behaviour buffered the effect of overt victimization on self-reassurance. Findings highlight the importance of peers in the development of personality risk and resiliency factors for depression, and suggest avenues for interventions to prevent the development of depressive vulnerabilities in youth.

**#51**
*Developmental Psychology/ Psychologie du développement*

**THE CONTRIBUTION OF MATERNAL CHARACTERISTICS, CHILD CHARACTERISTICS, AND PATERNAL FACTORS IN MATERNAL REJECTION AND CONTROL OF THEIR YOUNG CHILDREN**

Daniel Kopala-Sibley, McGill University; David C. Zuroff, McGill University

Maternal rejection and control predict the development of a variety of psychopathologies, but relatively little research has tested the predictors of these parenting behaviours. Accordingly, this study tested Belsky's (1984) proposed determinants of parenting. A standardized interview first used by Sears, Maccoby, & Levin (1957) was administered to 379 parents to assess their attitudes and behaviours related to parenting, as well as their five year old child's (202 boys, 177 girls) behaviours. Rejecting mothers had lower maternal self-esteem and higher academic expectations of their children, children who identified with and took after them less, and husbands who were colder towards the child. Furthermore, mothers with low self-esteem were more rejecting of girls with a difficult temperament, but less rejecting to boys with a difficult temperament. In contrast, maternal rejection was not affected by child temperament in mothers with high self-esteem. Highly controlling mothers were more educated and had higher academic expectations for their children, while their children were less likely to dominate their relationship. This effect was only found for mothers with low self-esteem. Results partially support Belsky's theory, and suggest a role for maternal and child characteristics, as well as variables pertaining to the father in predicting maternal parenting behaviours.

**#52**
*Developmental Psychology/ Psychologie du développement*

**THE PREDICTIVE RELATIONS BETWEEN RAPID NAMING AND REGULAR AND IRREGULAR WORD RECOGNITION SKILLS**

Richard Kruk, University of Manitoba; Jesse Mayer, University of Manitoba; Leah Funk, University of Manitoba

We investigated the degree to which rapid automatized naming (RAN) accounts for unique variance in the growth of decoding skills for regularly and irregularly spelled English words. RAN was expected to account for unique variance after controlling for preliminary decoding, phonological awareness, phonological working memory and orthographic knowledge, factors known to contribute to variance in emerging decoding abilities (Cain, Oakhill, and Bryant, 2004; Roman, Kirby, Parrila, Wade-Wooley, & Deacon, 2009; Vloedgraven & Verhoeven, 2009). In a longitudinal study of 171 children, from Grade 1 to Grade 3, growth models that included control factors and RAN as predictor showed RAN accounted for unique variance in linear growth for irregular word decoding, but not regular word decoding. This finding indicates that RAN can have predictive validity as a marker for identifying potential difficulties in learning to read irregular words. This is also consistent with perspectives on RAN that emphasize components that contribute to reading acquisition that are wider-ranging than phonological processes alone.

**#53**
*Developmental Psychology/ Psychologie du développement*

**A DEVELOPMENTAL STUDY OF PERSPECTIVE TAKING DURING INFANTS' PROBLEM-SOLVING ACTIONS**

Danielle Labine, Ryerson University; Jean-Paul Boudreau, Ryerson University

The human ability to imitate has been well-studied and well-documented in a number of different task conditions in infants as early as the neonatal period (e.g., Meltzoff & Moore, 1977). Most scholars agree that this capacity to imitate requires the subject to map the observed actions of another individual onto their own actions suggesting that it may be easier to imitate actions shown from a first-person visual perspective. In fact, recent neuroimaging studies with adults have shown that different brain regions are involved when viewing information from a first-person perspective compared to a third-person perspective (i.e., Ruby & Decety, 2001). To date, the effect of the visual perspective on infant imitation has not yet been investigated which is surprising since the majority of research conducted in this area presents the infant with information from a third-person perspective. In this behavioural study, we examined whether the visual perspective of the demonstration influences 12-month-old infants' ability to imitate a novel sequence of problem-solving actions. A total of 20 infants participated in the study. Preliminary findings suggest that there is no difference in the total amount of actions that infants are able to imitate regardless of perspective. However, future analyses will examine whether there are temporal differences (i.e. in the latency to begin imitation).

**#54**
*Developmental Psychology/ Psychologie du développement*

**TALKING ABOUT MATHEMATICS DURING PLAY: A CASE STUDY OF A CAREGIVER WITH A VISUAL IMPAIRMENT AND HER TODDLER**

Joanne Lee, Wilfrid Laurier University; Donna Kotsopoulos, Wilfrid Laurier University; Caryl-Anne Stordy, Wilfrid Laurier University

Previous research has suggested that early mathematics representations such as numerosity (1 unit or 2 units of something) are linked to mathematics language such as one and two (e.g., Blevins-Knabe & Musun-Miller, 1996; Jeong & Levine, 2005; LeFevre, Clarke, & Stringer, 2002). Given the importance of mathematical input in the acquisition of early mathematical concepts, this study investigated mathematically-relevant play between a caregiver with a visually impairment and her sighted 15-month-old daughter. We identified the similarities and differences in mathematically-relevant input by comparing the 30-minute naturalistic free-play session conducted separately between the mother-daughter dyad and the sighted father-daughter dyad. The mother in this research participated in two five-week community-based early numeracy sessions of the LittleCountersTM program (Kotsopoulos & Lee, 2009) with her daughter. Results revealed that the toddler engaged in more joint attention with her sighted father who also produced more mathematically-relevant utterances than the mother. Furthermore, the toddler was often not in joint attention with her mother despite many of the mother's attempts to talk about an object by touching and tapping. Implications for engaging in mathematically-relevant input by parents with visual impairments with their sighted pre-verbal children will be discussed.

**#55**
*Developmental Psychology/ Psychologie du développement*

**50% BUT ONLY HALF OF THE WAY THERE: INCREASING WORKFORCE PARTICIPATION FOR GRADUATES WITH DEVELOPMENTAL DISABILITIES**

Catheirne Loiselle, McGill University; Shannahn McInnis, McGill University; Yasaman Jalali-Kushki, McGill University; Gurit Lotan, Summit School; Tara D Flanagan, McGill University

The transition into adulthood for persons with Developmental Disabilities (DDs) is often associated with poor individual outcomes. There is a gap in research and practice surrounding the identification of and programmatic support for predictors of successful transitions that facilitate positive outcomes for this group. The present study aims to uncover the relations between individual and program characteristics that best support positive transition outcomes for individuals with DDs. Employment outcome data were collected for 70 females and 121 males with DDs who participated in a specialized 4-year transition to work program aimed at building on individual interests and skills while providing vocational training and support. Preliminary analysis of detailed internal student records revealed graduate employment rates that were significantly higher than the Canadian average of 17% for people with DDs. 50% of graduating students were employed ( 32% full-time and 18% in part- time). Further analysis will identify individual, developmental, and environmental predictors of positive employment status upon graduation for students with DDs. These results will be discussed in terms of the importance of individualized strength and interest-based transition support programs in the quest for successful transitions into the workforce.

**#56**
*Developmental Psychology/ Psychologie du développement*

**EXAMINING TRENDS IN SCHOOL READINESS: A FOCUS ON ACHIEVEMENT AND BEHAVIOURAL OUTCOMES**

Megan Lummiss, University of Ottawa; Elisa Romano, University of Ottawa

School readiness research generates much interest into what age researchers can begin to identify qualities in children that will predict later academic achievement and what the specific attributes that form school readiness are. The present study will examine if commonly-researched constructs of cognition, language, and behaviour can be applied to young children aged 30 to 42 months as a way of examining trends in school readiness. Data will be drawn from the Ottawa Study of Child Outcomes (OSCO), during which children completed the Bayley Scales of Infant Development while mothers completed a series of questionnaires concerning the child's functioning, the home environment, and her own mental well-being. In addition, mother-child interaction was videotaped to examine parenting behaviours. Multiple regressions will be used to examine child, mother, and home environment factors that may relate to the school readiness constructs of cognition, language, and internalizing/externalizing behaviour. We expect that maternal mental health and the home environment (e.g. cognitive stimulation, emotional support) will be associated with higher scores on cognitive, language, and behavioural outcomes. The implication of the study is to be able to identify factors related to school readiness early in children, which can help to guide efforts to reinforce these variables within the home.

**#57**
*Developmental Psychology/ Psychologie du développement*

**ARE THERE GENDER DIFFERENCES IN THE INDIVIDUAL CHARACTERISTICS THAT PREDICT ADOLESCENTS' WILLINGNESS TO SEEK HELP FROM FEMALE FRIENDS AND ROMANTIC PARTNERS?**

Leslie MacIntyre, University of New Brunswick; Heather Sears, University of New Brunswick

Research has shown that adolescents are most willing to seek help with problems from their peers, particularly female friends and romantic partners. Youths' intentions to seek assistance have been related to several individual characteristics, including adaptable temperament, social competence, and gender role norms. However, these characteristics have been identified in studies of girls only (e.g., social competence) or boys only (e.g., adaptable temperament). Therefore, we examined whether five specific characteristics were associated with adolescents' help-seeking intentions and whether there were gender differences in the relationships. The participants were 357 New Brunswick youths (182 g; 174 b) who completed a survey during one class period. Hierarchical regression analyses showed that more social competence and less adherence to the masculine gender norm emotional control predicted more willingness to seek help from female friends and from romantic partners. Two two-way interactions between gender and the masculine gender norms emotional control and self-reliance, respectively, also predicted adolescents' willingness to seek help from female friends. These results indicate that some characteristics, like social competence, are equally relevant to girls' and to boys' help-seeking intentions, whereas other characteristics, like masculine gender norms, are gender specific.

**#58**
*Developmental Psychology/ Psychologie du développement*

**POLYSEMOUS PUNS AND PUBLIC PERSONAE**

Gregory H. MacLean, Saint Francis Xavier University; Jennifer F Sullivan, Saint Francis Xavier University

The purpose of the present study is to investigate children's understanding of polysemy and pun humour, and the relation between this knowledge and children's social acceptance (SA). Past research indicates that children develop an explicit understanding of polysemous words (PW's) between the ages of 6 and 12 (Ashe & Nerlove, 1960). Knowledge of polysemy is necessary to understand puns (Nerliche, Todd and Clarke, 1998). Past research has demonstrated that humour can be used by students ages 13-17 to facilitate relationships (Cameron et al, 2010) and that in younger age groups a sense of humour is correlated with SA (Sletta, Slobstad & Valas 1995). Given that pun understanding is a comparatively early form of humour, it is likely that knowledge of puns has some regulatory effect on SA in young age groups. In the present study child participants complete a polysemous Lexical Decision task, a picture comprehension task, and a pun comprehension test. For each child participant SA is rated by their teacher. It is expected that PW's will be responded to faster by older children, understanding of puns will be contingent upon implicit and explicit understanding of PW's, and a lack of humour understanding will be predictive of a lack of SA in the oldest children. Vocabulary and humour comprehension based interventions may prove effective for remediating social difficulties in children.

**#59**
*Developmental Psychology/ Psychologie du développement*

**FAMILY QUALITY OF LIFE AMONG CHILEAN PARENTS OF PRESCHOOLERS WITH AND WITHOUT DEVELOPMENTAL DISABILITIES**

Marisol Marfull Jensen, McGill University; Tara D Flanagan, McGill University; Carlos Ossa, University of Biobio; Hailey S. Sobel, McGill University

Quality of life (QOL), the perception of satisfaction of different areas in people's lives, is a widely used concept within the disability field. Recently, a new approach has been used to assess a wider conceptualization: the family quality of life (FQOL). Sixty-four families of preschoolers with and without developmental disabilities from a Latin American country completed the Beach Center FQOL Survey. Parents also completed a scale to measure the amount of choices available to their young children. Choices were conceived as decisions made by preschoolers leading to the development of complex skills specifically aimed at the development of self-determination, a fundamental factor to the positive perception of QOL in adult life. Comparisons revealed that in the disability group the parenting domain was rated the highest whereas physical/emotional well-being was rated the lowest. The non-disability group rated the family interaction domain as the highest and emotional well-being as the lowest. In regards to amount of choices, parents of preschoolers without disabilities provided more opportunities for decision-making. These results will be discussed in relation to the need of creating collaborative partnerships to not only better support parents of children with disabilities, but also to foster consciousness of their role in the positive perception of their family life.

**#60**
*Developmental Psychology/ Psychologie du développement*

**ALIENATION AND FEAR OF ABANDONMENT IN THE PREDICTION OF NSSI: ARE PARENT OR PEER RELATIONSHIPS MORE INFLUENTIAL?**

Jodi Martin, University of Ottawa; Kim Yurkowski, University of Ottawa; Jean-François Bureau, University of Ottawa; Marie-France Lafontaine, University of Ottawa; Paula F Cloutier, Children's Hospital of Eastern Ontario

Non-suicidal self-injury (NSSI) is a purposeful self-inflicted injury executed without suicidal intent (Nixon et al., 2009). Research shows that parent alienation and fear of parental abandonment predict NSSI (Bureau et al., 2010). However, researchers have debated the relative influences of parent and peer relationships (e.g., Allen et al., 2010) during adolescent development. Overall, there is a lack of research regarding peer influences on engaging in NSSI. This study explores whether parent or peer relationships are more influential in predicting NSSI. 178 youth who engaged in NSSI and 178 who did not (79% female, mage=19.44 years) completed the IPPA (Armsden et al., 1987) to assess parent and peer trust, communication and alienation, the RQ-CV (Holmes et al., 2006) and the AUAQ (West et al., 2000) measuring fear of peer and parental abandonment, respectively. Results showed that all four variables predicted NSSI. Parent alienation partially mediated the prediction of NSSI by peer alienation (p decreased from <.001 to .024, Sobel: p<.001). Fear of peer abandonment was also a partial mediator between NSSI and fear of parental abandonment (p decreased from .001 to .022, Sobel: p<.01). These findings show some relational dimensions to be more important in the prediction of NSSI when derived from parent relationships, while others are better predictors from peer relationships.

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**#61**
*Developmental Psychology/ Psychologie du développement*

**PSYCHOLOGICAL AND BEHAVIOURAL OUTCOMES FOR PRETERM AND LOW BIRTH WEIGHT INFANTS: A META-ANALYSIS**

Michelle C. E. McCarron, Research & Performance Support, Regina Qu'Appelle Health Region; Senthil K Damodharan, Child & Youth Services, Regina Qu'Appelle Health Region; Ali Bell, Research & Performance Support, Regina Qu'Appelle Health Region; Ranish Raveendrabose, Biopsychology, University of Winnipeg

Research into the long-term outcomes of preterm birth and low birth weight (LBW) has proliferated over the past decade. Preterm birth and LBW have been associated with increased incidence of psychological disorders and behavioural disturbances. A meta-analysis focusing on behavioural and psychological outcomes for preterm (< 37 wks) and LBW (< 2500 g) infants was conducted; inclusion criteria consisted of: cohort study, comparison with a control group, outcomes at age 8 or older, English language publication, and publication between 2000 and November 2010. Two comprehensive literature searches were undertaken using PsycINFO, Medline, PubMed, CINAHL Plus, and the Cochrane Library. 441 potentially relevant abstracts were reviewed; 91 articles were obtained for detailed review and 2 hand selected articles were added. In total, 25 articles were included. Analyses were conducted using RevMan 5. For continuous data, standard mean differences (Hedges' g) were computed; for dichotomous data, odds ratios were produced using the Mantel-Haenszel method. Preterm and/or LBW individuals demonstrated more behavioural and psychological difficulties than controls, such as on parental ratings of internalizing problems (g = .25), externalizing problems (g = .25), and attention (g = .47) on the CBCL, as well as on ratings of other psychological and behavioural dimensions using several measures.

**#62**
*Developmental Psychology/ Psychologie du développement*

**FUNCTIONAL PLAY BEHAVIOUR OF CHILDREN WITH AUTISM SPECTRUM DISORDER: A DEVELOPMENTAL ANALYSIS**

Laura McGill, McGill University; Steven R Shaw, McGill University

Functional play includes the appropriate use of an object, or the association of two or more objects with a conventional relationship. Participants include 20 individuals with Down Syndrome, and 20 individuals with autism spectrum disorder between the ages of 3 and 10 years. Data are collected using a semi-structured observation method whereby the investigator categorizes behaviour according to complexity, frequency, and duration. An evaluation of the diversity and integration of play behaviour is included as a means of considering the extent to which the child's play reflects generativity and sequencing. All observations are correlated with a series of checklists completed by parents targeting the child's mental age (Developmental Profile-3), language ability (Macarthur Communicative Development Inventories), and adaptive functioning level (Vineland Adaptive Behaviour Scale-II). The results are expected to support qualitative differences in the play behaviour of children with ASD in comparison to children with Down Syndrome, specifically with respect to the diversity and integration of functional play. The observed differences should also be reflected by differences in the observed play behaviour between groups irrespective of cognitive and language ability, or adaptive behaviour. This research will permit the exploration of the development of functional play skills.

**#63**
*Developmental Psychology/ Psychologie du développement*

**THE ROLE OF PATERNAL EMOTION SOCIALIZATION IN THE DEVELOPMENT OF CHILDREN'S EMOTION REGULATION SKILLS IN THE CONTEXT OF PARENTAL PHYSICAL AGGRESSION**

Holly C. McGinn, University of Toronto; Katreena Scott, University of Toronto

Research has demonstrated that parental aggression, ranging from physical punishment to child maltreatment, continues to be a widespread phenomenon that places children at risk for a host of negative outcomes, including emotional dysregulation (Margolin & Gordis, 2000; Gershoff, 2002). Until recently, research examining the underlying processes through which parental aggression affects children has predominantly focused on mothers, with little attention paid to the role of fathers. The current study addressed this gap in the literature by examining paternal emotion socialization as a potential mechanism operating within the context of parental aggression and children's emotional development. Specifically, this study investigated the relationship between retrospectively reported childhood experiences of paternal physical aggression and paternal socialization of emotion and current emotion regulation skills in a normative sample of 200 university students. Research questions examine whether children of fathers who were physically aggressive towards them in childhood demonstrate deficits in their emotion regulation skills in adulthood and whether this relationship is mediated by fathers' use of emotion socialization practices. Implications of study findings, as they apply to child maltreatment and protection, as well as normative child development, will be discussed.

**#64**
*Developmental Psychology/ Psychologie du développement*

**COPING BY MUSIC LISTENING DISPLAYS SIMILAR FACTOR STRUCTURE AMONG ADOLESCENTS FROM DIVERSE CULTURAL BACKGROUNDS**

Dave Miranda, McGill University; Laurence J. Kirmayer, McGill University; Patrick Gaudreau, University of Ottawa

Adolescents will often listen to music to cope with their everyday stressors. Coping by music listening comprises three factors: Emotion (regulating emotions), Problem (thinking of solutions), and Avoidance (not thinking about problems; Miranda & Claes, 2009). We (i) examined if this three-factor model was equivalent across different cultural groups; (ii) if its mean levels were equivalent across different cultural groups; and (iii) within each cultural group, its degree of similarity among peers. We compared 588 high school students (mean age = 15.70 years) living in Montreal (Quebec, Canada) whose parents originated from: Quebec (n=238), Europe (n=85), Middle East (n=77), Asia (n=79), Latin America/Caribbean (n=55), and Africa (n=54). First, multigroup confirmatory factor analyses indicated factorial invariance across Quebecois (n=238) and second generation Quebecois (n=350). Second, a 6 (Cultural groups) x 2 (Gender) MANOVA indicated no significant cross-cultural differences in levels of coping by music. Third, a sociometric procedure indicated that, generally, adolescents' self-reports of coping by music were not significantly correlated with those of their peers. In sum, coping by music listening had similar factor structure and mean levels among adolescents from diverse cultural backgrounds. Among peers, coping by music listening was more individual than collective.

**#65**
*Developmental Psychology/ Psychologie du développement*

**INSIGHT INTO CHILDREN'S AND ADULTS REASONING ABOUT OWNERSHIP: CHILDREN VALUE OWNERSHIP MORE THAN ADULTS**

Karen Neary, University of Waterloo; Ori Friedman, University of Waterloo

Ownership is an important determinant of who is entitled to use objects. Typically ownership of property confers the "right of exclusion": non-owners are excluded from using an object unless they have the owners' permission. In Experiment 1, we show that children aged 3- to 7-years-old value ownership rights more strongly than adults and uphold the rights of an owner during property disputes. However, adults value situational factors more strongly than ownership and often side with a non-owner. At times ownership should be set aside, or temporarily disregarded especially when it is necessary to prevent harm. Adults often take situational factors into consideration and side against an owner, but would children be able to set aside ownership rights when provided with compelling reasons? In two additional experiments we investigated children and adults appreciation of the necessity to set aside owners' rights within the context of property disputes, where siding with the non-owner would prevent harm. Children aged 3- to 5-year-olds now behaved like adults and were able to set aside owners' rights in the interest of preventing harm. These findings demonstrate that children value ownership rights more than Adults, yet children as young as 3- years-old are able to set aside an owners' rights if provided with compelling reasons to do so.

**#66**
*Developmental Psychology/ Psychologie du développement*

**JOINT ATTENTION PROCESSES IN MOTHER-CHILD DYADS INVOLVING HEARING MOTHERS AND DEAF CHILDREN: IMPLICATIONS FOR SOCIOEMOTIONAL DEVELOPMENT**

Matilda E. Nowakowski, Ryerson University; Susan L. Tasker, University of Victoria; Louis A. Schmidt, McMaster University

A growing body of evidence points to the importance of joint attention in the development of adaptive social behaviours. We examined joint attention processes in hearing mother-deaf child (HD; n = 27) and hearing mother-hearing child (HH; n=29) dyads. Children were between the ages of 18 and 36 months. Deafness was congenital and in the severe-to-profound range for all deaf children. Children and their mothers were videotaped in their homes engaging in five widely used joint attention-eliciting tasks. We coded the videotaped interactions for maternal-initiated and child-initiated success rates in establishing joint attention. We found that, compared to the HH-dyads, the HD-dyads had significantly lower maternal-initiated success rates, but there were no group differences for child-initiated success rates in establishing joint attention. Mothers in the HD-dyads rated their children significantly lower on adaptive social behaviours compared to mothers in the HH-dyads. As well, mothers' ratings of adaptive social behaviours were significantly and positively related to child-initiated and maternal-initiated success rates in establishing joint attention. These findings have implications for socioemotional development in deaf children with hearing parents, suggesting that lower rates of establishing joint attention may mediate lower ratings of adaptive social behaviours.

**#67**
*Developmental Psychology/ Psychologie du développement*

**MATERNAL ABSTRACT TALK DURING BOOK READING: A COMPARISON OF STORYBOOK AND VOCABULARY BOOK GENRES**

Angela Nyhout, University of Waterloo; Daniela K O'Neill, University of Waterloo

Past studies have found that mothers' abstract talk during book sharing is predictive of their children's later language development. In this study, we investigated whether two genres of books commonly read to toddlers, simple storybooks and didactic (vocabulary) books, foster different types of maternal extra-textual utterances (mETUs). Two books about animals were adapted to create two versions each, controlled for page number and text quantity. The critical difference between them was context; animals in the storybooks were presented in a scene, whereas animals in the didactic books were alone on the page. We hypothesized that the storybooks would yield more abstract mETUs, because of the meaningful context they provide. 20 mother-child dyads (mean child age = 21 mo) shared the didactic version of one book and the story version of the other. Interactions were videotaped, transcribed, and coded. There was a greater percentage of abstract mETUs (e.g. predictions/inferences) when sharing storybooks. In contrast, there was a greater percentage of simple descriptors (e.g. labels/colours) during didactic book sharing. More narrative devices (e.g. mental state terms) were also used when sharing storybooks. Despite a recent decrease in storybook popularity among parents, the results of the present study suggest that storybooks foster richer talk than their didactic counterparts.

**#68**
*Developmental Psychology/ Psychologie du développement*

**RATIONAL IMITATION IN 14-MONTH-OLD INFANTS**

Charlene Parker, St. Francis Xavier University; Caroline Pfeifer, University of Potsdam; Petra Hauf, St. Francis Xavier University; Birgit Elsner, University of Potsdam

This study is investigating infants' perception of situational constraints and its effects on imitation at 14-months of age. It is suggested that after the 1 year mark, infants have knowledge of rational action and use this understanding when imitating others (Gergely, Nadasdy, Csibra and Biro, 1995; Gergely, Bekkering and Kiraly, 2002). Findings of this research have by interpreted as support for infants' engagement in rational imitation at 14-months of age. The assumption is made that these infants understand situational constraints. To test this, 24 participants are involved in the study which consists of two phases: the demonstration phase, in which the infants will watch video clips of a model performing various actions with 3 different objects, in either a constraint or non-constraint condition. During the imitation phase, the infants will be presented with the objects depicted during the videos. It is hypothesized that those infants perceiving the situational constraints of the model in the video will selectively choose a different means than the model to achieve the desired goal. Infants not perceiving the situational constraints are expected to imitate the models behaviors exactly. It is therefore expected that infants' perception of the constraints will be positively correlated with their use of rational imitation. Findings and their implications will be discussed.

**#69**
*Developmental Psychology/ Psychologie du développement*

**THE EFFECT OF MOTHER-CHILD INTERACTIONAL SYNCHRONY: IMPLICATIONS FOR PRESCHOOL AGGRESSION AND SOCIAL COMPETENCE**

Cassandra Pasiak, University of Windsor; Julie Norman, University of Windsor; Rosanne Menna, University of Windsor

The present study examined links between the quality of mother-child interactions and aggression and social skills in young children. Sixty mother-child dyads (3-6 years; 30 aggressive, 30 non-aggressive) engaged in videotaped free play task and a structured task. Interactions were coded for global interactional synchrony, as well as individual components of interactional synchrony (i.e., shared affect, conversational equality). Analyses are currently underway. It was expected that non-aggressive dyads would exhibit more global synchrony, more shared positive affect, more conversational equality, and less shared negative affect than aggressive dyads. In addition, it was expected that all synchrony variables would be significantly related to children's social competence. Findings will be discussed in terms of their importance for parenting practices and practical implications with regard to interventions for aggressive young children.

**#70**
*Developmental Psychology/ Psychologie du développement*

**AT RISK FOR HOW LONG? A LONGITUDINAL STUDY OF HIGH AND LOW-RISK GROUPS OF CHILDREN FROM KINDERGARTEN TO JUNIOR HIGH SCHOOL**

Daniel Pelletier, Université du Québec en Outaouais; Alexandre Beaulieu, Université du Québec en Abitibi-Témiscamingue

In many developmental studies, the status of "at-risk" youth is determined early on by the number of risk and protection factors to which a child is exposed, the nature of each factor being less important than their cumulative effect. The aim of this research was to study the relative stability and continuity of a variety of risk and protection factors in a non clinical sample of 375 children from kindergarten to junior high school. For 8 years, parents, peers, teachers and participants answered a variety of questionnaires and inventories dealing with a large array of variables: social behaviour, school achievement, parental discipline, family adversity, popularity, self-perception, internalized and externalized problem behaviours and sociometric status. Results indicated that most risk and protection factors are significantly affected by the time factor with a non linear pattern emerging from the data. Clusters of same gender children generated at T1 included the three classical categories of participants found in non-clinical cohort studies: high, average and low risk children. However, membership within these clusters varied through time. Furthermore, the variables in each cluster also changed from T1 to T8, making each cluster less extreme and more diffuse. The impact of these results on the methods and samples used to study the risk status of children will be discussed.

**#71**
*Developmental Psychology/ Psychologie du développement*

**LINGERING INHIBITION ARISES FROM PREDICTING BEHAVIOUR BASED ON FALSE BELIEF**

Adam R. Petrashek, UW; Ori Friedman, University of Waterloo

Although existing evidence is indirect, it is now widely believed that inhibitory processing is responsible, at least in part, for improvements in performance on false belief tasks during the preschool years. For instance, suppose a girl thinks that her dog is in one of three locations, but actually it is in one of the other two locations. Predicting her behaviour on the basis of this false belief may involve attributing a true belief by default, and then inhibiting that to correctly predict that the girl will mistakenly look for her dog where she thinks it is. The present research provides the most direct evidence to date by capitalizing on the lingering property of inhibition - once a response is inhibited, this inhibition lingers, making it more difficult to select than uninhibited responses. What's more, lingering inhibition has recently been found in the context of predicting behaviour based on avoidance desire, another type of theory of mind reasoning. In two experiments 5- and 6-year-olds predicted where a girl with a false belief would look for her dog, and were subsequently biased away from the dog's actual location when predicting where she would look next. However, these subsequent predictions for the girl were unbiased when children's initial predictions for the girl were not based on a false belief.

**#72**
*Developmental Psychology/ Psychologie du développement*

**DO CHILDREN'S KNOWLEDGE ATTRIBUTIONS RELY ON CAUSAL REASONING?**

Adam R. Petrashek, UW; Ori Friedman, University of Waterloo

How do children attribute knowledge to others? Existing research suggests that children first succeed at attributing knowledge to others at age three, and do so by following simple rules like "seeing leads to knowing," (e.g., Pratt & Bryant, 1990). In contrast, modern philosophical approaches to knowledge suggest that to possess knowledge, one must have a belief that is true, and the fact that makes the belief true must be causally connected to the evidence for the belief (Gettier, 1963; Nichols, Stich, & Weinberg, 2003). This view suggests that attributing knowledge draws on causal reasoning. The present research investigated whether young children's knowledge attributions are sensitive to this. Children aged 4 to 6 years, demonstrated that they take causal factors into consideration when attributing knowledge to others, by regularly attributing knowledge to a character when what caused the belief and what made it true were the same object, but refraining from doing so when the objects were different (though nearly identical) The results of this study suggest that children may take causal factors into account when attributing knowledge, and that their understanding of knowledge may be more complex than previously thought.

**#73**
*Developmental Psychology/ Psychologie du développement*

**PATTERNS OF DEVELOPMENT IN CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN WITH AUTISM SPECTRUM DISORDER**

June Pimm, Carleton University; Nadia M. D'Angelo, Carleton University; Dawn Paxton, Ottawa-Carleton District School Board

Children with Autism Spectrum Disorders (ASD) from non-English speaking households face additional educational challenges associated with language acquisition. Linguistic differences in home and educational settings can affect how families understand an ASD diagnosis and the support they seek. The goal of the current study was to explore patterns of development in children with ASD from non-English speaking households compared to developmentally matched ASD children from English speaking households. Parents of children with autism or PDD-NOS (N = 168; Mage = 7 years; 83.3% male), were interviewed by phone using the Developmental Profile-3. Outcomes examined five areas of developmental functioning: physical, adaptive behaviour, social-emotional, cognition, and communication. Developmental functioning in ASD children from English and non-English speaking households were compared using ANOVA. Sub-group analyses revealed that ASD children with English not spoken in the home in the 6-9 years age group were significantly lower in areas of adaptive behaviour, $F(1, 63) = 4.88$, $p < .05$, and communication, $F(1, 63) = 7.73$, $p = .007$. This age group also scored significantly lower in overall general development compared to children of the same age from English speaking households, $F(1, 62) = 5.34$, $p < .05$. Implications for educational programming and future research will be discussed.

**#74**
*Developmental Psychology/ Psychologie du développement*

**ENVIRONMENTAL CHOICES AND REASONS FOR PLAYGROUND PREFERENCES WHEN CHILDREN EXPERIENCE POSITIVE AND NEGATIVE AFFECT**

Tiffany Pursoo, University of Ottawa; Leah Puddester, University of Ottawa; Laurie Clark, University of Ottawa; Jessica Kurta, University of Ottawa; Jane Ledingham, University of Ottawa

The impact of environmental context on self-regulatory processes such as emotion regulation has been of increasing interest in the developmental literature. While the school playground is an important environment for children's socialization, there are few studies of how they use playground environments and what guides their choices of where to play. A total of 120 children in grades 3-5 were shown models of two separate school playgrounds containing different configurations of grass, asphalt, trees, and play structures. Neither model resembled their own school playground and they contained no social density information about where others might choose to play. Participants indicated where they would choose to play on each of the model playgrounds when experiencing different emotional states (excited, happy, bored, sad, angry, and nervous). After indicating where they would play, participants were asked to give reasons for their preferences. Children chose public areas more often, and gave more activity/physical feature and social reasons for choices for positive emotion states. They chose private areas more often, and gave more emotion regulation and solitary reasons for choices for negative emotion states. Thus, children's environmental choices appear to be linked to their affective states and may in the case of negative emotions contribute to successful emotion regulation.

**#75**
*Developmental Psychology/ Psychologie du développement*

**DIMENSIONS OF PARENTING USED WITH CHILDREN ON THE AUTISM SPECTRUM**

Sara Quirke, McGill University; Tara Flanagan, McGill University; Eric Fombonne, McGill University

Baumrind's (1971) seminal work on classifying parenting style has provided a useful framework for examining parenting. Authoritative parenting has consistently been associated with positive developmental outcomes in typically developing children (Roberts-Gray & Steinberg, 1999). A few findings concerning parenting styles used with children with disabilities exist. 36 percent of parents caring for a child with a developmental disability aged 3 to 5 years old used authoritative parenting (Woolfson & Grant, 2006). This study examines parent ratings of parenting styles and of adaptive behaviours of their child (between 6 & 9 yrs) with an autism spectrum disorder. Our results suggest that parents use each of the three types of parenting behaviors at a similar frequency to parents of typical children. Results are discussed in terms of differences among parenting styles in relation to varying levels of adaptive behavior.

**#76**
*Developmental Psychology/ Psychologie du développement*

**EATING- AND WEIGHT-RELATED DISTURBANCES IN ADOLESCENCE: A REVIEW AND DEVELOPMENT OF AN INTEGRATED MODEL OF DEPRESSION**

Jennine Rawana, York University; Ashley S. Morgan, York University; Hien Nguyen, York University

RATIONALE: Depression often emerges in adolescence; thus, it is critical to study novel risk factors that lead to adolescent depression. One set of unique risk factors is eating- and weight-related disturbances (EWRDs), which include negative cognitions and behaviours related to one's physical appearance. There have been no reviews of research on the relation between EWRDs and depression that are contextualized within developmental frameworks of adolescent depression. OBJECTIVE: To complete a systematic review of the research literature on the relation between EWRDs and adolescent depression. METHOD: A primary search was conducted using PsycINFO, MedLine, the Cochrane Review, and Social Science Abstracts. RESULTS: Seventeen studies have examined the relation between EWRDs and depression in adolescence, including 14 longitudinal studies and eight studies that included boys. There is strong empirical support for the prospective relation between EWRDs and depression among adolescents. The majority of findings support the gender additive model of adolescent depression. Based on the cognitive vulnerability perspective and incorporating the research findings, a novel integrated theory of adolescent depression is presented. DISCUSSION: Findings suggest that EWRDs are critical risk factors for depression. The comprehensive model of depression should be tested in future research.

**#77**
*Developmental Psychology/ Psychologie du développement*

**WHAT TYPE OF BEST FRIEND PROMOTES A LEADER? SOCIALIZATION OF LEADERSHIP SKILLS IN THE PEER CONTEXT**

Alessandra S. Rivizzigno, University of Quebec in Montreal; Mara R. Brendgen, University of Quebec in Montreal; Frank Vitaro, University of Montreal; Michel Boivin, University of Laval; Ginette Dionne, University of Laval; Richard E. Tremblay, University of Montreal; Daniel Pérusse, University of Montreal

What type of best friend promotes a leader? This study used the monozygotic (MZ) twin difference method to examine whether best friend's prosociality, indirect or physical aggression in kindergarten is related to subsequent leadership behaviour. Participants were 89 MZ twin pairs. Peer nominations in kindergarten were used to assess best friend characteristics. Grade 1 and 3 teachers rated each twin's leadership. Multiple hierarchical regression results revealed that within-pair differences in best friend's indirect aggression in kindergarten were associated with an increase in within-pair differences in later twins' leadership (β=.28, t=1.88, p=.06). In contrast, no effect of best friend's prosociality on later leadership was found. These results did not differ for boys and girls. However, girls –not boys- tended to display less leadership later on when their kindergarten best friend was highly physically aggressive (β=-.37, t=-1.80, p=.07). These results suggest that, in contrast to affiliation with a physically aggressive or prosocial best friend, affiliation with an indirectly aggressive best friend in kindergarten seems to promote subsequent twins' leadership behaviour. Potential mechanisms through which an indirectly aggressive best friend may foster twins' leadership, as well as, theoretical and practical implications of these findings will be discussed.

**#78**
*Developmental Psychology/ Psychologie du développement*

**EMOTIONAL INTELLIGENCE IN A JUVENILE FIRESETTING SAMPLE**
Erin M. Ruttle, York University; Ashley K. Ward, Ryerson University; Sherri MacKay, Centre for Addiction and Mental Health

Emotional intelligence, an important marker of social skills, social relationships, and social problem solving skills, has yet to be investigated in juveniles who set fires. Previous research has found that firesetting youth display poor social skills and experience problems in their social relationships, which suggests that they may also present with emotional intelligence difficulties. This study investigated emotional intelligence and its relationship to self-reported fire interest and behaviour in an outpatient sample of firesetting youth. The sample consisted of 120 male and female children and adolescents between 7 and 18 years of age (M = 13.30, SD = 2.56) who were referred for an assessment in The Arson Prevention Program for Children (TAPP-C), a specialized outpatient risk assessment and brief intervention program for juveniles involved with fire in a large teaching hospital in Ontario, Canada. The youths' fire-related behaviour prompting referral included fire interest, match/lighter play and the intentional or accidental burning of objects, buildings or people. The study's variables were collected from the standardized TAPP-C assessment protocol. The results of this study provide preliminary data on the relation between youth firesetting and emotional intelligence and inform assessment and intervention targets for firesetting youth with poor social skills.

**#79**
*Developmental Psychology/ Psychologie du développement*

**RECOGNIZING FACIAL EXPRESSIONS OF EMOTION IN INFANCY: THE ROLE OF FACE FAMILIARITY**
Kristina Safar, Ryerson University; Margaret Moulson, Ryerson University

The ability to recognize a facial expression as being the same no matter who expresses it is necessary in order to use facial expressions to interpret and convey social information (Bornstein & Arterberry, 2003). However, it is still unclear when during infancy this recognition ability develops and whether prior experience with particular faces (e.g., caregivers) modulates this ability. The current study investigates whether 3- and 6-month-old infants are able to recognize a particular facial expression (e.g., happy) when it is expressed by different people. To test this, infants are habituated to 5 different individuals all expressing the same emotion, then shown a new individual expressing both the familiar and a novel emotion. Half of the infants see unfamiliar people expressing the emotions; the other half see familiar people (i.e., caregivers) expressing the emotions. If infants recognize the emotion across individuals, they show a preference for the novel emotion during test. We hypothesize that 6-month-olds will be able to recognize emotions across individuals in both conditions, but that 3-month-olds will only be able to recognize the emotions expressed by caregivers. This study will add to our understanding of both this fundamental social skill and the development of later social abilities.

**#80**
*Developmental Psychology/ Psychologie du développement*

**DEVELOPMENT OF LANGUAGE IN WRITING: ACQUISITION OF WRITING CONVENTIONS IN L1 AND L2 CHILDREN BETWEEN GRADES 4 AND 6**
Lucja Segal-Seiden, Ontario Institute for Studies in Education/University of Toronto; Esther Geva, Ontario Institute for Studies in Education/University of Toronto

The purpose of this study was investigating development of written language between grades 4 and 6 in children who are native speakers of English (L1) and children for whom English is a second language (L2). This was a longitudinal study, matched pair design, involving 44 L1 and 44 L2 (total n=88) normally developing children. Children were matched on language status and nonverbal cognitive ability (Raven Test score). Study included analysis of the stories written by the same children as part of TOWL-3 test in grades 4 and 6 in response to the picture stimulus. This poster focuses on results from TOWL-3 test, Subtest 6, "Contextual Conventions ", which tests the mastery of the rules of writing in English. Data analysis was carried through Repeated Measures ANOVA with language group (L1/L2) and cognitive ability (Low/High) as the independent variables. High cognitive ability children significantly outperformed low cognitive ability children in each group. Overall, in the area of acquiring contextual conventions in English story writing it was not the language status but the cognitive ability that determined performance, with high cognitive ability children outperforming low cognitive ability children. Interestingly, L2 children were not disadvantaged and sometimes performed better than the L1 children.

**#81**
*Developmental Psychology/ Psychologie du développement*

**EFFECT OF FAMILY SOCIALIZATION AND CHILD CHARACTERISTICS ON SOCIAL INCLUSION IN AUTISM AND DEVELOPMENTAL DISABILITIES**
Magali Segers, York University; James Bebko, York University; Jonathan Weiss, York University; Adrienne Perry, York University; Patricia Minnes, Queen's University

It is understood that children with Autism and other Developmental Disabilities face severe challenges in their social interactions with peers. Specific characteristics may determine whether a child with a developmental disability will be socially included or rejected: social awareness and interest in peers relate to social inclusion, whereas social withdrawal and aggression relate to social rejection (Odom, et al., 2006). The current study will draw information from the CIHR Team: GO4KIDDS Basic Survey, which assesses the health, wellbeing, and social inclusion of Canadian children with severe developmental disabilities and that of their families. It is of interest to determine the extent to which children with developmental disabilities experience social inclusion, how social inclusion relates to family and child variables, and whether differences exist between children with autism and other developmental disabilities. The first aim of the study is to determine the degree to which the family's social activity relates to the degree of their child's social inclusion. Secondly, the study will explore the association of child characteristics, such as behavioral issues or communication barriers, with a family's level of socialization, and with the child's level of inclusion. Results have implications for future intervention efforts with this population.

**#82**
*Developmental Psychology/ Psychologie du développement*

**CHARACTERISTICS OF THE FRIENDSHIP AND CHARACTERISTICS OF THE FRIEND AS PREDICTORS OF ANXIETY IN SCHOOL-AGED CHILDREN**

Catherine Serra Poirier, Université du Québec à Montréal; Mara R Brendgen, Université du Québec à Montréal

Numerous studies show that conflict among friends is related to poor emotional adjustment and social anxiety. However, friendship conflict may not uniformly foster anxiety in all children, but depend on several intra-personal and extra-personal factors. Thus, both genetic vulnerability and friends' internalizing problems have been shown to convey an increased risk for developing internalizing problems in youth. Using a sample of 466 4th grade twins' pairs, the present study examined the additive and/or interactive effects of friendship conflict, genetic risk for anxiety, and friend's anxiety level on youngsters' own anxiety. Anxiety symptoms were assessed via self-reported questionnaires completed by each twin and his or her best friend. Each twin also responded to a questionnaire assessing the level of conflict in the relationship with his or her best friend. Controlling for the genetic risk for anxiety, multi-level regression analyses revealed that friendship conflict and best friend's anxiety symptoms were positively associated with youth's anxiety symptoms, albeit only in girls. Moreover, the relation between friendship conflict and children's anxiety symptoms was stronger when the best friend presented a high level of anxiety symptoms. Notably, these associations were independent of genetic risk. Theoretical and practical implications of these results are discussed.

**#83**
*Developmental Psychology/ Psychologie du développement*

**CHILD/YOUTH AND PARENT/CAREGIVER EXPERIENCES OF INTRUSIVE MEASURES DURING RESIDENTIAL TREATMENT FOR SERIOUS MENTAL HEALTH ISSUES**

Matthew J. Shanahan, University of Western Ontario; Kaitlyn Bruyns, University of British Columbia; Dr. Shannon L. Stewart, Child and Parent Resource Institute (CPRI); Melissa Currie, Child and Parent Resource Institute (CPRI)

Managing destructive behaviour of youth in residential care is an issue of contention among those working with high risk clients. Recent initiatives in Ontario and elsewhere have called for a reduction in the frequency of intrusive measure use with youth in residential treatment for mental health issues. To our knowledge, there is no research examining youth perspectives on the use of intrusive measures: physical restraint, chemical restraint (medication without child consent) and secure isolation. Youth and their parents were interviewed about their experiences with at least one incidence of an intrusive measure while in residential care at a tertiary mental health facility for children/youth in Southwestern Ontario. Semi-structured interview formats were developed to obtain youth and parent subjective experiences. Interviews were audio-taped with participant consent and transcribed verbatim for detailed analyses. A minimum sample of eight in-depth interviews is considered reasonable to identify emerging themes (Cresswell, 1998). Twelve interviews have been conducted thus far. Preliminary results suggest that chemical restraint and physical restraint can be less aversive than secure isolation. Detailed methodology and theme descriptions will be presented, along with practical suggestions and clinical implications that emerge from child/youth and parent/caregiver reports.

**#84**
*Developmental Psychology/ Psychologie du développement*

**FAMILY STRUCTURE, IDENTITY DEVELOPMENT, AND PARENTAL ATTACHMENT IN EMERGING ADULTHOOD**

Melissa Sleightholm, Wilfrid Laurier University; Toni Serafini, St. Jerome's University

This study of emerging adulthood was designed to examine differences in parental attachment between intact and disrupted family structures such as two biological parent families and single parent families. It also sought to determine if a relationship between family structure and identity development is mediated by parental attachment. One hundred and eighty five undergraduates completed questionnaires regarding family structure, attachment to parents (Parental Attachment Questionnaire, Kenny, 1987), identity processing styles (Identity Style Inventory, Berzonsky, 1992), and functions of identity (Functions of Identity Scale, Serafini, Maitland & Adams, 2006). A significant relationship was found between parental attachment and identity development as measured by identity styles and identity functions. Parental attachment did not differ between family structures. Relationships between family structure and parental attachment and family structure and identity development were not significant. Implications of this study suggest the importance of parental attachment involved in identity development. As family structure alone may not account for differences in parental attachment, future research that examines interactions within the family structure may contribute to an enhanced understanding of the relationship between family context and parental attachment.

**#85**
*Developmental Psychology/ Psychologie du développement*

**QUALITY OF LIFE IN FAMILIES WITH A CHILD WITH DOWN SYNDROME**

Hailey S. Sobel, McGill University; M.L. Eva Dechef-Tweddle, McGill University; Francesca Dansereau, McGill University; Andreas Loebus, Down Syndrome Research Institute; Tara D. Flanagan, McGill University

Quality of life (QOL) is a term used to refer to an individual's overall satisfaction within multiple domains of life and it interacts with the QOL of individuals who share the same environment. As such, when evaluating the quality of life of an individual with a disability, it is helpful to assess the quality of life of the entire family. In this study, 12 parents who have a child with Down syndrome completed the Beach Center Family Quality of Life Survey (FQOL), which assesses five different domains of quality of life within families. Also, nine of the twelve parents completed a parent perception questionnaire on the short and long term goals for their child, and of the supports and resources available to them. Comparisons of the components of FQOL revealed that emotional well-being was rated the lowest, whereas physical/material well-being was rated the highest. In identifying supports, the majority of parents identified schools as assisting in meeting short and long term goals; however, the majority of parents cited that no resources were in place to support students in the transition from school to adult life, commenting that these needs should be addressed during high school. These results will be discussed in relation to the need to increase home-school collaboration and introduce specific supports during the critical transition years into adulthood.

**#86**
*Developmental Psychology/ Psychologie du développement*

**HOW DO HOME LEARNING EXPERIENCES RELATE TO CHILDREN'S LITERACY AND NUMERACY OUTCOMES?**

Carla Sowinski, Carleton University; Jo-Anne LeFevre, Carleton University; Sheri-Lynn Skwarchuk, University of Manitoba

Parents' storybook knowledge uniquely predicts young children's vocabulary, whereas reports of literacy teaching (e.g., reading words) predict early literacy performance (Sénéchal & LeFevre, 2002). Parents' knowledge of storybook titles is a proxy measure of shared reading that circumvents the social-desirability bias inherent in asking parents to self-report shared reading. We designed an analogous measure to index shared math-relevant activities: A numerical game list. Parents (N=109) completed storybook-title and number-game checklists and rated how frequently they engaged in literacy and numeracy activities. Their kindergarten-age children completed a battery of cognitive tasks. As in Sénéchal and LeFevre, parents' storybook-title knowledge predicted children's vocabulary, while parents' reports of literacy practices predicted children's word reading ability. Analogously, parents' number-game knowledge predicted children's performance on non-verbal addition and subtraction, whereas parents' reports of numeracy practices predicted children's scores on a standardized numeracy measure. The results support a distinction between home learning activities that relate to literacy versus numeracy outcomes and extend the Home Literacy Model (Sénéchal & LeFevre, 2002) to children's numeracy experiences.

**#87**
*Developmental Psychology/ Psychologie du développement*

**THE RELATIONS AMONGST MATERNAL DEPRESSIVE SYMPTOMS, INFANT COPING STRATEGIES AND INFANT NEGATIVE EMOTIONAL REACTIVITY**

Ashley Steinhauer, Ryerson University; Leslie Atkinson, Ryerson University; Andrea Gonzalez, McMaster University; Robert Levitan, CAMH

Mothers who experience depressive symptoms influence their infants' expression of emotional reactivity; however the mechanisms of this link are unknown. The principal aim of this study was to assess if infant coping strategies moderate the relation between maternal depressive symptoms and infant negative emotional reactivity. Home visits were conducted with 126 mother-infant dyads from the community. The BDI-II was used to measure maternal depressive symptoms. Each dyad participated in a frustrating task and infant coping strategies and emotional reactivity were coded throughout this task. Results indicated that infants with mothers who reported higher levels of depressive symptoms expressed less negative emotional reactivity than infants with mothers who reported lower levels of depressive symptoms, if they employed more self-directed then other-directed regulatory behaviours. This study highlights many conceptual, design, and psychometric problems present in the emotion regulation literature and is the first study to examine the proposed moderation model.

**#88**
*Developmental Psychology/ Psychologie du développement*

**RECEPTIVE AND EXPRESSIVE LANGUAGE ABILITIES IN CHILDREN WITH DEVELOPMENTAL DISABILITIES**

Melissa Stern, McGill University; Daniella Goldberg, McGill University; Steven R Shaw, McGill University

The current study examines the expressive and receptive language abilities in children with autism and 22q13 Deletion Syndrome. This domain was chosen as it is considered to be significantly impaired in children with autism and 22q13 Deletion Syndrome.Participants in this study include 28 children with autism and 18 children with 22q13 Deletion Syndrome between 3 and 18 years of age (N = 46). The two groups were matched on mental age as measured by the Developmental Profile-3 (DP-3; Alpern, 2007). Due to the participants' age and cognitive impairments, parents completed the MacArthur Communicative Development Inventory-Long Form (CDI; Fenson et al., 1993). Results indicate that children with autism are significantly better at understanding phrases, $p<0.05$ ($M = 22.00$, $SD = 6.05$) than those with 22q13 ($M = 17.11$, $SD = 9.03$). On the other hand, no significant differences were found between the children with autism ($M = 245.67$, $SD = 121.69$; and $M = 136.60$, $SD = 154.71$) and those with 22q13 ($M = 173.13$, $SD = 142.87$; and $M = 71.46$, $SD = 130.13$) in their ability to understand words or produce words, $p > 0.05$.These results give us insight into how language is affected across these two populations, which is essential when developing effective treatment and intervention programs.

**#89**
*Developmental Psychology/ Psychologie du développement*

**ADAPTIVE BEHAVIOUR AND SOCIO-EMOTIONAL COMPETENCE IN CHILDREN WITH DEVELOPMENTAL DISABILITIES**

Melissa Stern, McGill University; Daniella Goldberg, McGill University; Tia Ouimet, McGill University; Steven R Shaw, McGill University

The current study examines the socio-emotional competence and adaptive behaviour in children with autism and 22q13 Deletion Syndrome. These two domains were chosen as they are considered to be two domains, which are significantly impaired in children with autism. Participants in this study include 28 children with autism and 18 children with 22q13 Deletion Syndrome between 3 and 18 years of age (N = 46). Due to the participants' age and cognitive impairments, parents completed the Developmental Profile-3 (DP-3; Alpern, 2007), a scale used to assess socio-emotional competence and adaptive behavior in children. Results indicate that while children with autism and 22q13 are similar in their socio-emotional competence, $p > 0.05$ ($M = 13.67$, $SD = 3.447$ and $M = 12.54$, $SD = 5.037$, respectively), there are significant group differences in adaptive behavior, $p < 0.05$. More specifically, children with autism display higher levels of adaptive behavior ($M = 17.89$, $SD = 5.279$) than children with 22q13 Deletion Syndrome ($M = 13.43$, $SD = 6.495$). These results demonstrate how the impact of similar cognitive, language, and social deficits associated with the two disorders can affect these children quite differently. Moreover, such insight into how these domains are affected across these two populations is essential when developing effective treatment and intervention programs.

**#90**
*Developmental Psychology/ Psychologie du développement*

**EXPRESSIVE LANGUAGE AND PRETEND PLAY IN CHILDREN WITH DEVELOPMENTAL DISABILITIES**

Melissa Stern, McGill University; Steven R Shaw, McGill University

The current study examines the relationship between expressive language and pretend play in children with developmental disabilities. Participants in this study include 28 children with autism and 18 children with 22q13 Deletion Syndrome between 3 and 18 years of age (N = 46). Parents completed the Receptive-Expressive Emergent Language Test-Third Edition. Parents also reported the frequency of their child's engagement in different types of pretend play by completing online biweekly diaries for a 10 week period via the survey website Survey Monkey. Partial correlations controlling for mental age were computed. We found significant positive correlations between the child's level of expressive language and their initiation in pretend play such as putting a doll to bed ($r = 0.400$, $p = 0.010$), kissing a doll ($r = 0.361$, $p = 0.021$) and using a broom to clean ($r = 0.462$, $p = 0.002$). However, no correlations were found between expressive language and initiations in pretend play involving reading a book ($r = 0.037$, $p = 0.820$) or driving a car ($r = 0.177$, $p = 0.28$). These results provide further understanding of the impact of pretend play on expressive language, which has practical implications for strategies aimed at improving and promoting social and emotional development in children with developmental disabilities, which could result in the amelioration of their quality of life.

**#91**
*Developmental Psychology/ Psychologie du développement*

**SHARED PRETENSE FACILITATES LEARNING**

Shelbie Sutherland, University of Waterloo; Ori Friedman, University of Waterloo

Childhood is a time of learning general facts about the world. General knowledge can be acquired through direct experience with things (Prasada, 2000); however this is not always possible (Harris, 2002). For instance, children cannot learn that sharks eat fish by interacting with sharks. We propose that sharing in pretense allows young children to acquire general knowledge about objects, even when they are absent. Pretense may be suitable for knowledge transmission because it is communicative, and children may assume that communicative interactions convey general knowledge (Csibra & Gergely, 2009). In two studies, preschoolers watched pretend scenarios enacted with a puppet of a nonexistent animal species. Each scenario demonstrated some fact about the animal, (it dislikes eating a carrot). In Study 1, the fact was conveyed by the puppet "speaking". For instance, the experimenter said in a high-pitched voice, "Carrots, blah, yuck" while moving the puppet. In Study 2 facts were communicated through actions alone. Following the scenarios, children were asked open-ended generic questions corresponding to the scenarios. Children's responses were consistent with their having learned general facts from the pretend play. The findings reveal that sharing in pretend play is a long-overlooked means by which children can acquire generic knowledge.

**#92**
*Developmental Psychology/ Psychologie du développement*

**EARLY MATH DEVELOPMENT: PROCESSES THAT LEAD TO HIGHER LEVELS OF MATHEMATICAL UNDERSTANDING**

Austin Sye, Trent University; Michael Mueller, Trent University

Current research has shown that children possess quite a number of mathematical abilities earlier in life than previously assumed. Some of them are functional very early in life and are likely innate; others are acquired gradually over the first years of life. With the transition into school, children start integrating these aspects into a more formal understanding of the number system and its operations. This study investigated how strategy use and working memory in 4-7 year-old children are related to various measures of mathematical achievement. 780 children from across Ontario in either junior kindergarten (JK; 4 to 5-year olds), senior kindergarten (SK; 5 to 6-year-olds), or grade one (G1; 6 to 7-year-olds) were tested with the Canadian Test of Basic Skills, the MAS Screen, and the MAS Test (Mueller, 2010). The results showed that children of all ages use a variety of strategies and that these strategies become more adaptive over time. Various measures of strategy-use were clearly related to performance measures. Working memory (wm) increased significantly between JK and G1 and was highly predictive for achievement. Furthermore, wm was a constraint for higher levels of strategy-use. Overall, the results indicate that strategy-use and working memory are important predictors of math development in the early years.

**#93**
*Developmental Psychology/ Psychologie du développement*

**FUNCTIONAL AND SOCIAL IMITATION IN CHILDREN WITH AUTISM SPECTRUM DISORDER**

Anna Takagi, McGill University; Steven Shaw, McGill University

Children with autism often have difficulty imitating the actions of others. Evidence suggests that some types of imitation (e.g. gestural imitation) are more impaired than others (e.g. imitation of actions on objects; Williams, Whiten, & Singh, 2004). The purpose of this study is to examine the distinction between imitation of instrumental or goal-directed actions (i.e. those that result in some tangible outcome such as audio or visual stimulation) and imitation of nonfunctional actions. Further, the social nature of imitation is investigated through examination of the relationship among different imitative abilities and measures of social competence and cognition. Twenty children aged 3 to 10 years with a confirmed diagnosis of autism spectrum disorder are given an experimental task with two conditions: in the functional/goal-directed condition actions on objects have a tangible and interesting effect; in the nonfunctional condition the same actions on objects of similar size and shape have no such effect. It is hypothesized that children with autism are better able to imitate functional actions than nonfunctional actions, and that imitative ability of nonfunctional actions is related to social competence. Data collection and analysis will be completed in the spring of 2011.

**#94**
*Developmental Psychology/ Psychologie du développement*

**PREVALENCE OF MEANING-MAKING AND TYPES OF TURNING POINT EVENTS AMONG GRADE 12 ADOLESCENTS**

Royette Tavernier, Brock University; Teena Willoughby, Brock University

There is a need to explore the types of turning point events experienced among adolescents, and their ability to engage in complex forms of meaning-making (i.e. insights versus lessons). The present study addressed this issue by examining the prevalence of meaning-making across different types of turning points with 804 (57% female) grade 12 adolescents, 26% (N = 209) of whom reported experiencing a turning point. The most common types of turning points were relationship (23% - "Meeting my best friend made me a more outgoing person, I enjoy life a lot more") and mortality events (27% - "My close friend passed away a year ago and it has opened my eyes and I have matured. I am very thankful for what I have"). Other types included travel (4%), moving (4%), educational (6%), other (12%), and vague (24%) events. Among students who reported meaning-making, insights (78%) were more prevalent than lessons (22%). Adolescents reported more insight than lessons for relationship (73% insights versus 27% lessons), and mortality events (89% insights versus 11% lessons), but lessons were more prevalent than insights for educational events (70% lessons versus 30% insights). Results of a Chi-square test indicated that the number of insights relative to lessons was significantly above chance for relationship, χ2 (1) = 5.54, p = .019, and mortality events, χ2 (1) = 11.84, p = .001.

**#95**
*Developmental Psychology/ Psychologie du développement*

**TURNING POINTS: THE ROLE OF MEANING-MAKING ON PSYCHOLOGICAL WELL-BEING, ACADEMICS AND PARENTAL RELATIONSHIP QUALITY AMONG GRADE 12 ADOLESCENTS**

Royette Tavernier, Brock University; Teena Willoughby, Brock University

Research is lacking on adolescents' ability to construct meaning-making subsequent to a significant life changing experience. The current study examined differences in well-being, academic achievement, and parental relationship quality between adolescents who were able to construct meaning-making (lessons or insights) and those who reported no meaning following a turning point event. Participants were 804 (57% female) grade 12 adolescents, 26% (N=209) of whom had reported experiencing a turning point. All participants completed measures on the outcome variables 3 years prior, when they were in grade 9. MANOVA results indicated no differences in outcome variables for adolescents experiencing a turning point versus no turning point, p>.05. Most critical, however, of the 209 students who experienced a turning point, adolescents who reported meaning-making reported significantly more positive well-being (F(1, 204)=5.94, p = .016, η2= .03) and parental relationship quality (F(1, 204)=6.63, p = .011, η2= .03) than adolescents who reported no meaning-making, Λ = .96, p = .032, η2 = .04, (M well-being = .16 vs -.07; M parental relationship = 2.96 vs 2.77, respectively) . Importantly, these two groups did not differ on the outcome variables prior to their experience of a turning point event, when they were in grade 9, Λ = .99, p = .827, η2 = .007.

**#96**
*Developmental Psychology/ Psychologie du développement*

**INVESTIGATING SEX DIFFERENCES AMONG CHILDREN AND YOUTH REFERRED TO TERTIARY MENTAL HEALTH OUTPATIENT CLINICS**

Laura Theall-Honey, Child and Parent Resource Institute; Rebecca Cuthbert, Child and Parent Resource Institute; Shannon L. Stewart, Child and Parent Resource Institute

Research investigating sex differences psychopathology development suggests girls have fewer behavioural problems than boys. However, some evidence shows problems for high-risk girls are more pervasive than for high-risk boys, suggesting a possible gender paradox in clinical populations (Tiet et al., 2001). This study investigated whether sex differences are present in clinically-referred youth with respect to internalizing, externalizing, and self-harm. Participants were 118 youth (82 males) referred to 5 outpatient clinics at a tertiary mental health centre (mean age = 10 yrs, SD = 3.07; 4–17 yrs). Preliminary analyses were conducted on parent report from the Brief Child and Family Phone Interview (BCFPI; Cunningham, Pettingill & Boyle, 2006). Correlation coefficients were computed between sex, talk of self-harm, deliberate self harm, internalizing and externalizing behaviour. Although no sex differences emerged for self-harm, results indicated that girls exhibited much higher externalizing symptoms than boys, consistent with a gender paradox where girls must exhibit more extreme behaviours than boys to receive clinical help. Further investigation is warranted to determine if a disservice is occurring, preventing timely interventions for girls with complex mental health needs. Complex multivariate analyses using a larger sample size will be shared in the final presentation.

**#97**
*Developmental Psychology/ Psychologie du développement*

**FIRE SAFETY EDUCATION ON YOUTUBE**

Meara Thomas, Centre for Addiction and Mental Health; Sherri MacKay, Centre for Addiction and Mental Health; Ashley Ward, Ryerson University

An important component of interventions for youth who set fires is fire safety education. Education about fire safety can expand a youth's knowledge of the consequences of fire involvement and reduce risk for fire-related injury and death. Video sharing websites are a popular source of entertainment that provide a valuable outlet for educational material. This study explored the quality of fire safety education on YouTube through a search of videos on YouTube.com using the terms "fire safety". The top 50 videos were viewed and coded for 39 variables that captured a range of details about the videos' users and viewers as well as video-specific and fire-specific content. The results found that 94% of videos contained fire-related content, with 84% providing safety education and 10% showing inappropriate material. Sixty percent of videos covered more than one area of fire safety; the average video discussed three subjects. One-quarter focused on messages intended for children under ten. Inappropriate content included inaccurate and dangerous messages and images of firesetting. Videos with inappropriate material were the most watched, highly rated, and received numerous comments. This study is the first to demonstrate that YouTube contains a wide assortment of fire educational material viewed by youth audiences. Strategies for promoting appropriate materials need consideration.

**#98**
*Developmental Psychology/ Psychologie du développement*

**BEST FRIEND FOREVER TO BEST FRIEND FOR NEVER: A QUALITATIVE ANALYSIS OF THE IMPACT OF BULLYING ON FRIENDSHIPS**

Timothy M. Trant, Carleton University; Jennifer Barrett, Carleton University; Tina M Daniels, Carleton University

Over the past few decades researchers have consistently reiterated the notion that bullying is a prevalent and concerning issue facing children and adolescents. Unfortunately, little is known about the social outcomes of bullying and the qualitative changes which occur as a result. 900 first year university students (male and female) were surveyed regarding their experience with a memorable high school bullying incident. Participants were asked what their role in the incident had been, what their relationship with the bully had been before the incident, how important they felt it was to maintain a relationship with that person, and whether their relationship had changed as a consequence of the incident. Results suggest that the overwhelming majority of participants had been victimized. Participants frequently reported that the bully, had been a friend, and that maintaining a relationship with that person was not important. Finally, participants reported a wide spectrum of ways in which their relationship with that person had changed as a direct result of the incident, ranging from the relationship having been strengthened to a lack of trust and former friends on non-speaking terms. These results provide intriguing insight into the social outcomes of bullying among friends.

**#99**
*Developmental Psychology/ Psychologie du développement*

**AGE AND GENDER COMPARISONS IN FIRESETTING CHILDREN AND ADOLESCENTS**

Ashley K Ward, Ryerson University; Erin M Ruttle, York University; Sherri MacKay, Centre for Addiction and Mental Health

Comparisons of youth fire-related behaviour across age groups and gender are lacking in the firesetting research field. Prior research suggests that males initiate their firesetting at an earlier age and set a greater number of fires, while females who set fires exhibit greater levels of psychopathology. This study investigated age and gender differences in a sample of juveniles involved with fire. Participants were 120 male and female children and adolescents between 7 and 18 years of age (M = 13.30, SD = 2.56) who were referred for an assessment in The Arson Prevention Program for Children (TAPP-C), a specialized outpatient risk assessment and brief intervention program for juveniles involved with fire in a large teaching hospital in Ontario, Canada. The nature of the youths' fire involvement prompting referral ranged from fire interest and match play to the wilful burning of buildings or people. The study data were drawn from the structured assessment protocol administered to all of the participants in the TAPP-C program. The results highlighted differences in this dangerous behaviour and related problem behaviours across genders and developmental periods, which will inform relevant and valid assessment and intervention of firesetting behaviour for all youths.

**#100**
*Developmental Psychology/ Psychologie du développement*

**THE INFLUENCE OF EARLY CHILD CARE ON LATER BEHAVIOURAL OUTCOMES USING A CANADIAN NATION WIDE STUDY**

Kelly M. Weegar, University of Ottawa; Lyzon K. Babchishin, University of Ottawa; Elisa Romano, University of Ottawa

Non-parental care has become a normative experience for most young children in Canada. The present study will investigate the longer term effects of child care on behaviours of Canadian children. The influence of child care amount, quality and type will be examined over a six year period, focusing specifically on the analysis of diverse behavioural outcomes. Furthermore, the study will control for a variety of child- and family-level factors. This study will utilize data from cycle 4 (2001) of the National Longitudinal Survey of Children and Youth (NLSCY) and the sample will include approximately 3,500-4,000 children aged 0-3 years who are using child care. Regression models will be tested to examine the extent to which child care variables are associated with cycle 7 (2007) parent-reported behavioural outcomes while taking into account a number of additional variables. It is anticipated that a more favourable child care setting (e.g., regulated, higher quality) and family environment will be associated with positive behavioural outcomes. We also expect child care quality to moderate the associations of socio-demographic and family variables on behavioural outcomes. If the findings confirm our hypotheses and indicate that regulated, high quality care is related to later behavioural functioning, this would suggest that these aspects of care be given thought in program planning.

**#101**
*Developmental Psychology/ Psychologie du développement*

**THE MAP INTERVENTION: EXPLORING MATERNAL ATTRIBUTIONS, SENSITIVITY, AND REFLECTIVITY IN PARENT-INFANT INTERACTIONS**

Natasha Whitfield, York University; Yvonne Bohr, York University

A wealth of innovative intervention approaches has been introduced in recent years, many of which have aimed to repair and improve caregiver-infant relationships. The Mapping the Attributions of Parents intervention (MAP; Bohr et al., 2006) is one such approach. This video feedback caregiver-infant intervention is designed to identify and alter maladaptive parental attributions and to increase parental sensitivity and reflectivity. In the context of this intervention, dyads are videotaped as they interact in structured interactions. Clinicians make note of the dyad's patterns of interaction and meet with caregivers to review the videotaped interactions. Strengths and challenges are identified, attributions are explored, and maternal sensitivity and reflectivity are nurtured. The present study explores the roles of maternal sensitivity and reflectivity in the context of maternal attributions in caregiver-infant interactions, as evaluated in the MAP intervention. A phenomenological research paradigm is adopted in order to explore the unique experience of caregiver-infant dyads in this novel intervention approach. Two case studies of high-risk dyads who sought treatment at a Canadian community-based mental health centre are reviewed. Maternal attributions, maternal sensitivity, and maternal reflectivity in caregiver-infant interactions are discussed.

**#102**
*Developmental Psychology/ Psychologie du développement*

**ATTACHMENT REPRESENTATIONS OF RELATIONSHIP TO MOTHERS AND FATHERS IN PRESCHOOL CHILDREN**

Kim Yurkowski, Université d'Ottawa; Jodi Martin, University of Ottawa; Jean-François Bureau, University of Ottawa

Many researchers have developed systems to access internal working models of attachment in the preschool years but few have explored the representations of fathers and mothers separately (Marcoen & Verschueren, 1999). The current study explores differences between the representations of children's perceptions of maternal and paternal relationships, and aims to determine which dimensions of these two relationships are associated with the psychosocial adjustment of children. Twenty-nine preschool children (12 girls, mage= 3.5 years) participated in the ASCT (Bretherton & Ridgeway, 1990). Children's parents completed the SDQ (Goodman, 1997) assessing children's behaviour problems and pro-social behaviours. Four factors were obtained based on a factor analysis with Varimax rotation: secure, control/resistant, vulnerable and muddled, explaining 73% of variance. Independent t-tests showed that children had higher scores of security if the mother (m=93.5, sd=38.2) was represented, as compared to the father (m=64.8, sd=37.2; t(27)=2.21, p<.05). However, partial correlations showed that lack of self-projection (muddled) in the father stories were linked with children's psychosocial adjustment. This study demonstrates that attachment might be relationship context specific and the capacity to represent fathers as parental figures may prevent the development of behaviour problems.

## 2011-06-02 – 4:00 PM to 5:55 PM – 16 h 00 à 17 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

**Workshop/Atelier**
*Developmental Psychology/ Psychologie du développement*

**10 THINGS EVERY PSYCHOLOGIST SHOULD KNOW WHEN WORKING WITH INFANTS, CHILDREN, AND OTHER VULNERABLE POPULATIONS**

Danielle Labine, Ryerson University; Rebecca Stein, Ryerson University

Investigating developmental phenomena and the complex underlying mechanisms that compel human development is important to understanding human behaviour; however, ask any developmental scientist about the unique challenges of working with, and studying, young children in the laboratory context and he or she will quickly tell you about the laborious recruitment process, participant state issues, and REBs, as well as the challenges of working with special populations and their caregivers, design choice, and task appropriateness. The goal of our workshop to discuss these challenges and present a model for best practices. Our discussion will be geared to both developmental researchers from novice to expert and, very importantly, to non-developmental researchers who are considering applying or translating a particular phenomena from one population to another, as for example, from adult population to infant or childhood population. Using an interactive format, we will present the opportunities, the challenges, and the solutions for navigating basic and applied developmental research with a particular focus on the period of infancy to pre-school.

## 2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – WENTWORTH ROOM - MEZZANINE LEVEL

**Symposium/Symposium**
*Developmental Psychology/ Psychologie du développement*

**TEEN MOTHERS: DEVELOPMENTAL, RELATIONAL AND CONTEXTUAL RISKS**

Jennifer Connolly, York University

Motherhood among teenage girls is a matter of public concern because of the significant disadvantage that accrues to both the young women and their children. In Canada, 4% of births are to women under the age of 20, translating into roughly 20,000 teenaged girls and their children. From developmental, clinical and public health perspectives, these girls are high-risk. This symposium adopts a developmental perspective and consider the individual and contextual risks associated with teen motherhood in Canada and internationally. The presentations employ a range of quantitative and qualitative methods, including epidemiological analyses, meta-analyses, and interviews, allowing for a rich perspective on the experiences of these young women. The first paper presents an overview of teen motherhood in Canada through an epidemiological analysis of the Maternal Experiences Survey, a nationally representative assessment of first time mothers from Statistics Canada. The second and third papers employ meta-analytic techniques to explore relationship violence and health risks among teen mothers, including those who are homeless or street-involved. The final paper explores the motherhood experiences of teenage immigrant women in Italy. The findings from the four papers will be integrated by the Moderator who will draw together unifying themes and suggest directions for future research.

**A**

**EPIDEMIOLOGY OF TEEN MOTHERHOOD IN CANADA**

Hala Tamim, York University; Ban Al-Sahab, York University; Marina Heifetz, York University; Yvonne Bohr, York University; Jennifer Connolly, York University

Objectives: The study aims to examine the epidemiology of adolescent mothers in Canada. Methods: The analysis was based on the Maternity Experience Survey which targeted women aged ≥15 years who had babies during 2005/06 in the Canadian provinces and territories. The main dependent variable was the mother's age at the time of delivery: either teenage (<20 years) or average-aged mothers (≥ 20 years & <35 years). Socio-economic, demographic and pregnancy-related factors were considered in a logistic regression analysis comparing teens to average-aged mothers. Results: The sample size was 6,188 weighted to represent 76,110 Canadian women. The proportion of teen mothers was 2.9%, and their average age was 18.1 years (SD=1.1). As compared to average-aged mothers, teen mothers were more likely to suffer low socio-economic status, be non-immigrants, have no partner, reside in the Western Prairies, have previously experienced physical or sexual abuse and preferred to have delayed their pregnancies into adulthood. Despite the above, teen mothers were more likely to attend prenatal classes. Conclusion: Prevention should aim to raise awareness among teens. Since teen mothers are very likely to attend prenatal courses, these classes should be tailored to the needs of teen mothers. More in depth qualitative studies should aim to understand their individual needs.

**B** **PHYSICAL AND SEXUAL DATING VIOLENCE AMONG ADOLESCENT MOTHERS: A META-ANALYSIS**

Katherine Wincentak, York University

Violence perpetrated by romantic partners against pregnant and parenting adolescents is a significant public health concern (Silverman, Raj, Mucci, & Hathaway, 2001). According to prevention experts, efforts aimed at eliminating dating violence require a clear understanding of the base rate prevalence of this phenomenon, however, the existent research on the prevalence of dating violence among adolescent mothers has ranged from 10 to 80 percent. Given these divergent findings, the goals of the current meta-analysis are to determine the prevalence rates of physical and sexual dating violence victimization among adolescent mothers as well as to identify demographic (age, ethnicity, SES, education level) and methodological (measurement scale, reference period) moderators of these prevalence rates. Initial analyses indicate that 45% of adolescent mothers have experienced physical and 30% have experienced sexual aggression in their romantic relationships. A comprehensive understanding of the prevalence of physical and sexual dating aggression victimization among adolescent mothers will inform researchers, educational partners, and community agencies in their prevention efforts addressing this pressing public health issue.

**C** **STREET-INVOLVED TEEN MOTHERS: A META-ANALYSIS AND SYSTEMATIC REVIEW OF DATING VIOLENCE AND SEXUAL HEALTH RISKS**

Lauren Joly, York University

Street-involved teen mothers face both the hardship of living on the street, and the challenge of caring for a child at a young age (Haley et al., 2004). In order to improve care and support for these young women, it is vital to have a thorough understanding of the issues they face. This project contributes to this goal by conducting a meta-analysis to determine pregnancy and motherhood rates among street-involved teen women. Further information will be uncovered through a systematic literature review to explore their health issues and violence risks. Method. A systematic search of the quantitative literature was conducted using the following social science databases: PsycINFO, ERIC, Social Sciences Abstracts, LGBT Life @ Scholar's Portal, and PubMed. Twenty articles were identified based on the inclusion/exclusion criteria of: homeless teens, pregnancy/parenting status, violence and sexual behaviour as variables. Results. The results of our preliminary effect size analyses indicate that 30% of street-involved teen females are either pregnant or parenting. Results of the systematic review reveal that, compared with non-pregnant or parenting street-involved youth, street-involved teen moms are more likely to have experienced physical, sexual and verbal abuse, more sexual partners, and poorer sexual health. The applied implications of these findings will be discussed.

**D** **EARLY MOTHERING AMONG ITALIAN IMMIGRANT ADOLESCENTS: A MIXED-METHODS STUDY**

Emma Baumgartner, Sapienza University of Rome; Yvonne Bohr, York University; Gina Riccio, Sapienza University of Rome; Deborah Kanter, York University; Jennifer Summers, York University; Bramilee Dhayanandhan, York University

Italy, an industrialized Western European country, provides an adolescent experience that is culturally similar to Canada's (Arnett, 2002), yet its adolescent birth rate is much lower while abortion rates are high (UNICEF, 2001). However, the landscape of teen pregnancy is changing in Italy, given the increase in the numbers of adolescent mothers among immigrants (Morrone et al., 2003). Nevertheless, there is a dearth of information relating specifically to teen mothers (Marconi, Baumgartner, Devescovi & Riccio, 2009). In this study we attempt to understand early mothering within a model of "developmental asynchrony" that situates the young mother on the competing developmental paths of adolescence and parenting. Participants were 26 women (9 Italian-born; 17 immigrant), with a mean age of 18.5, and their children. Mothers were administered: a semi-structured interview (Bohr et al., 2007), the Parenting Stress Index (Abidin, 1995), the CBCL (Achenbach & Rescorla, 2000), and the PCIA-MAP (Bohr et al. 2007. Results show an association among mother's age, parental stress, difficulties in negotiating dual identities, and children's internalizing. A sequential analysis of mother-child interactions suggests a prevalence of dysfunctional behaviors, for example role confusion and avoidance. Differences between the Italian and a Canadian sample are discussed.

**2011-06-03 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – CITY HALL ROOM - SECOND FLOOR**

**Conversation/ Scéance de conversation** **ROUND-TABLE CONVERSATION SESSION 'A'/SÉANCE DE CONVERSATION DE TABLE RONDE**

Adult Development and Aging/Développement adulte et vieillissement ; Clinical Psychology/Psychologie Clinique ; Community Psychology/Psychologie communautaire ; Developmental/Psychologie du développement ; Family Psychology/Psychologie de la famille ; Perception, Learning and Cognition/Perception, apprentissage et cognition ; Rural and Northern Psychology/Psychologie des communautés rurales et nordiques ; Sport & Exercise Psychology/Psychologie du sport et de l'exercice.

**#7** **EXPANDING THE BORDERS OF PSYCHOLOGY: DEBATING SPECIALIZATION IN OUR TRAINING OF DEVELOPMENTAL RESEARCHERS**

*Developmental Psychology/ Psychologie du développement*

Niusha Ghazban, Ryerson University; Danielle Labine, Ryerson University; Jean-Paul Boudreau, Ryerson University

Canadian Psychologists are at the forefront of making their mark in various sub-disciplines such as neuroscience, developmental psychology and clinical studies, to name a few. While the advances in psychology allow for impressive specialization within these subfields, they also present several challenges for the overarching discipline. For example, within our highly specialized subfields we train personnel including undergraduate and graduate students, postdoctoral fellows, and interns who often end up with minimal "cross-field" knowledge. The risk here is

that our "drive to specialization" may inadvertently narrow a learning focus and direct it away from other sub areas of psychology and erect boundaries between areas that might enrich us. The ultimate risk here is that we may limit discoveries or new innovative approaches that require thinking across boundaries. Should we be worried? Should we re-think some of our training models? Using developmental psychology as case study, this conversation opens a forum for discussing these questions as well as examining an often cited concern that specialization leads to certain blind-spots such as making overly rich interpretations of one's data. The dialogue will engage opinion while also exploring how future psychologists might begin to "extend" their experimental and theoretical borders to inspire the next generation of scientists.

**2011-06-03 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – CITY HALL ROOM - SECOND FLOOR**

**Conversation/ Scéance de conversation**

**ROUND-TABLE CONVERSATION SESSION 'C'/SÉANCE DE CONVERSATION DE TABLE RONDE**

Psychologists in Education/Psychologues en éducation ; Industrial/Organizational Psychology/Psychologie industrielle et organisationnelle ; Sexual Orientation and Gender Identity Issues/Orientation sexuelle et identité sexuelle ; Students in Psychology/Étudiants en psychologie ; Substance Abuse/Dependence/Toxicomanies ; Teaching of Psychology/Enseignement de la psychologie ; Traumatic Stress/Stress traumatique

**#9**
*Teaching of Psychology*
*Enseignement de la psychologie*

**TEACHING DEVELOPMENTAL PSYCHOLOGY IN THE 21ST CENTURY: TIPS AND APPROACHES**
Danielle Labine, Ryerson University; Niusha Ghazban, Ryerson University; Jean-Paul Boudreau, Ryerson University

Scanning any undergraduate program in Canada reveals the plethora of ways that human development appears in the curriculum, ranging from courses on Infancy, to Child and Life-Span Development, to Adolescence, to Developmental Research Methods. Human development is a foundation for the study of Psychology and it "cuts across" the core curriculum in Psychology as well as connecting to the curricula of allied professions (e.g., Nursing, Social Work, Child Study, Youth Care, Midwifery, etc.). Given its multiplicity and cross-disciplinary importance, we propose to explore the unique challenges of teaching developmental psychology. The focus of this conversation hour is to discuss some of best practices (including pedagogical techniques, assessment, and modeling). We will share and discuss tips and approaches for teaching developmental psychology in the twenty-first century classroom.

**2011-06-03 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR**

**Keynote (Section)/ Conférencière invitée de la section**
*Developmental Psychology/ Psychologie du développement*
**SECTION PROGRAM/ PROGRAMME DE LA SECTION**

**MOVEMENT UNBOUND: THE REAL-TIME INTERACTIONS BETWEEN LEARNING AND DEVELOPMENT DURING INFANCY**
Karen E. Adolph, New York University

Development is marked by a rich and expansive repertoire of motor actions. Early in life infants engage in basic looking, reaching, and walking acts, while late in childhood, children engage in more complex acts like playing hopscotch and making a running catch of a ball. The underlying development of such motor actions cannot be explained by maturation alone but rather involves a sophisticated learning process. Learning to move is one of the important accomplishments of infancy and learning new ways of moving is an ultimate life-long developmental journey. Using recent findings from our lab, this keynote presentation explores 3 core aspects relating to how infants learn to move: (1) New recording technologies allow us to obtain detailed descriptions of opportunities for learning in infants' everyday interactions; (2) Using new experimental paradigms, we offer several suggestions regarding what is learned (and what isn't) as infants' movements become increasingly sophisticated and adaptive; and (3) We aim to understand how developmental change constrains and facilitates the real-time interactions between learning and development. With a combination of video, graphic illustrations, and new data, this talk illustrates how infants and children learn as they acquire new motor skills, while also discussing some of the surprising mechanisms that underlie the learning process.

**2011-06-03 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR**

**Reception/Réception**
*Developmental Psychology/ Psychologie du développement*
**SECTION PROGRAM/ PROGRAMME DE LA SECTION**

**CELEBRATING DEVELOPMENTAL PSYCHOLOGY**
Jean-Paul Boudreau, Ryerson University

**2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – KENORA ROOM - SECOND FLOOR**

**Section Business Meeting/ Réunion d'affaires des sections**
**SECTION PROGRAM/ PROGRAMME DE LA SECTION**

**DEVELOPMENTAL PSYCHOLOGY/PSYCHOLOGIE DU DÉVELOPPEMENT**
Jean-Paul Boudreau, Ryerson University

**2011-06-04 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – WENTWORTH ROOM - MEZZANINE LEVEL**

**Theory Review/ Examen théorique**

**THEORY REVIEW SESSION 'H'/SESSION EXAMEN THÉORIQUE**

Health Psychology/Psychologie de la santé; Developmental/Psychologie du développement.

**#3**

*Developmental/Psychologie du développement*

**ATTACHMENT THEORY AND CHILDREN'S SOCIO-COGNITIVE DEVELOPMENT: THE ROLE OF CONVERSATIONS ABOUT THOUGHTS AND FEELINGS**

Doug Symons, Acadia University

John Bowlby's Attachment Theory contains a number of hypotheses of how parent-child interactions are related to children's later socio-cognitive functioning. Bowlby described how parents that were able to act as a secure base to their children should be able to openly talk about thoughts and feelings in a way that is sensitive to a child's own mental states, and this stimulates a child's sense of self and others, their own feelings of security, and own self-regulatory capacities. This talk will address three specific predictions that have emerged. First, parents that are relatively more mind-minded and tend to describe their infants in terms of mental state characteristics, have children more likely to be secure and show self-other understanding years later. Second, parents' talk about mental states within various interactional contexts such as joint book-reading also predicts child's security and social understanding. Third, a parent's own elaborative conversational style and talk about mental states not only predicts children's socio-cognitive functioning, but is a function of their own adult attachment style. In sum, Bowlby's Attachment Theory provides a framework for examining the underlying linguistic basis of relationship processes and children's socio-cognitive development in early childhood.

**2011-06-04 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – CITY HALL ROOM - SECOND FLOOR**

**Symposium/Symposium**
*Developmental Psychology/ Psychologie du développement*

**PARENT-INFANT ATTACHMENT AND PEDIATRIC PAIN FROM ACUTE MEDICAL PROCEDURES: OPPORTUNITIES FOR INTERVENTION IN INFANT MENTAL HEALTH**

Greg Moran, The University of Western Ontario

Infants are biologically prepared to form an attachment relationship with a caregiver (Bowlby, 1969). The attachment relationship is reflected in a young child's motivation to maintain proximity to a caregiver and ideally be able to use this caregiver as a secure base from which to explore the world, yet also a safe haven to return to in times of stress, pain, anxiety, or fear. However, individual children differ in how they strive to attain this objective and in their success in doing so. The "Strange Situation" laboratory procedure is a well-established tool for assessing infant attachment security. Secure infants are able to effectively obtain reassurance from their caregiver upon reunion and to resume exploration. In contrast, two qualitatively distinct, non-secure strategies have been identified that involve either the minimization or maximization of expressed negative emotions and less successful adaptation to stress. These attachment strategies can be observed among infants at 12 months of age and have been shown to be a function of variation in caregiving quality in infancy, especially their response to fear and distress. This talk will set a background for the other presentations, as well as review longitudinal research that establishes the relation of such early caregiver-infant interaction and later responses to stressful and challenging circumstances.

**A**

**BRINGING ATTACHMENT THEORY INTO PRIMARY CARE PAIN MANAGEMENT FOR INFANTS**

Rebecca R. Pillai Riddell, York University

This talk will describe a novel program of research that seeks to examine the early caregiver-infant interaction in an ecologically valid distress context: immunizations. The first year of life is critical in the development of the attachment relationship, which is shaped through dynamic caregiver-infant interactions when the infant is in distress (e.g., from pain, hunger, fear). However, minimal research to date has been conducted in the pain context. Distress from painful medical procedures (such as immunization) provides a unique opportunity to study the attachment relationship as it unfolds over the course of the first year. After a review of research to date relating attachment and infant pain, the presentation will describe the theoretical and practical methodological components underlying the OUCH cohort. The OUCH cohort is the only one of its kind in the world that follows infants through 4 different immunizations and then assesses their attachment status. With a future anticipated enrollment of approximately 500 infants, this program of research aims to contribute to the treatment literatures in both infant mental health and infant health. This presentation aims to set the stage for a discussion of two projects focused on better understanding infant and parent behaviours that reliably and validly predict attachment status at 12 to 18 months of age.

**B**

### ASSOCIATIONS BETWEEN INFANT ATTACHMENT BEHAVIOURS IN THE STRANGE SITUATION AND ROUTINE IMMUNIZATION: PRELIMINARY FINDINGS AND CLINICAL IMPLICATIONS

Rachel Horton, York University

Research using the Strange Situation Procedure has demonstrated that infants engage in four characteristic patterns of distress reactivity and regulation with their caregiver when the attachment system is activated due to separation from the caregiver. However, little is known about the attachment behaviours infants might display when the attachment system is activated due to an acute pain episode. Given health professionals have the opportunity to observe parent-infant dyads regularly during immunization appointments, it provides a golden opportunity to explore how infants behave in a medical setting. The goals of the current study were to address questions related to infants' displays of attachment and distress behaviours across experimental and naturalistic settings. Immunization procedures for 12 month old infants were videotaped in order to capture infant pain-related distress as well as interactive behaviours with the caregiver. Primary caregiver-infant dyads were then invited to take part in the Strange Situation Procedure. By examining how the quality of the caregiver-infant attachment relationship is related to the infant's pain-related distress reactivity and regulation, this project aims to contribute to clinical practice by helping to develop a feasible primary care screening tool for attachment concerns.

**C**

### THE TRAJECTORY OF PARENTAL SENSITIVITY, SOOTHING BEHAVIOURS, AND INFANT TEMPERAMENT IN A NATURALISTIC PAIN CONTEXT AS PREDICTORS OF INFANT ATTACHMENT STYLE: A LONGITUDINAL ANALYSIS: PRELIMINARY FINDINGS AND CLINICAL IMPLICATIONS

Jessica Hillgrove-Stuart, York University

Attachment researchers focus on caregiver sensitivity as the main predictor of infant attachment but how this is operationalized, analyzed, and the context in which it is measured varies across studies. Studying caregiver sensitivity in a pain context provides a unique opportunity to examine the development of infant attachment across the first year of life since it is a naturally occurring distressing event that occurs repeatedly from 2 to 12 months of age. Although caregiver sensitivity has been shown to play a key role in predicting infant attachment there is evidence, particularly from a meta-analysis (DeWolff & van Ijzendoorn, 1997) that suggests that caregiver sensitivity only accounts for a moderate proportion of the prediction of infant attachment classification. Therefore, it is clear that there are additional factors that explain or impact this relationship. This study aims to first determine what trajectories of parental sensitivity in a naturalistic pain context across the first year of life predict distinct attachment categories. Secondly, in order to address the aforementioned gap in the literature, the relationship between parental sensitivity trajectories and trajectories of discrete parental soothing behaviours will also be examined. Clinical implications for infant pain management and infant mental health will be discussed.

## 2011-06-04 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – DOMINION BALLROOM - SECOND FLOOR

**Poster/Affiche** **POSTER SESSION 'H'/PRÉSENTATION PAR AFFICHAGE**

Aboriginal Psychology/Psychologie autochtone; Clinical Psychology/Psychologie Clinique; Health Psychology/Psychologie de la santé; Psychoanalytic & Psychodynamic/Psychoanalytique et psychodynamique.

**#58**
*Developmental Psychology/ Psychologie du développement*

### ONCE UPON A TIME: USING SONGS AND STORIES TO CHANGE MOTHER'S PERCEPTIONS OF THEIR CHILDREN'S SECURITY

Daphne Ling, Trent University; Elaine Scharfe, Trent University

Parent-Child Mother Goose (PCMG) is a program for families which focuses on mutual sharing of songs, nursery rhymes, and stories. While PCMG was not designed to be an attachment intervention, Scharfe (2010) demonstrated that mothers who attended the 10-week program perceived their infants to be more secure 6 months later than mothers in the waitlist-control group. In the present study, which will be completed in April 2011, we are interested in why PCMG is so effective in changing mothers' perception of their children's attachment. Participants are mothers who had participated in any one of 19 PCMG programs between April 2005 and October 2008, and who have completed questionnaires at the beginning, end, and 6 months after program completion. For this study, we will use open-ended telephone interviews to question mothers about their experiences in PCMG in an attempt to determine why the program is effective. All interviews will be recorded and transcribed verbatim, and axial coding will be performed on the data to identify within and between-group relationships. We hope to provide insights for both clinicians, who may be working with at-risk families, and researchers, who may be interested in the effectiveness of attachment interventions, on why this fun, easy and relatively cheap program is so effective in changing mothers' perceptions of their children's attachment.